# DOCUMENT RESUME

ED 355 153 SO 022 981

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| AUTHOR | VanSledright, Bruce A. |
| TITLE | Teaching about the American Revolution: The Case of Ramona Palmer. Elementary Subjects Center Series No. 68. |
| INSTITUTION | Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI. |
| SPONS AGENCY | Office of Educational Research and Improvement (ED), Washington, DC. |
| PUB DATE | Dec 92 |
| CONTRACT | G0087C0226 |
| NOTE | 162p.; For other titles in this series, see SO 022 980-987. |
| AVAILABLE FROM | Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($16). |
| PUB TYPE | Reports - Research/Technical (143) |
| EDRS PRICE | MF01/PC07 Plus Postage. |
| DESCRIPTORS | Case Studies; Comparative Analysis; Curriculum Research; Elementary School Teachers; *Grade 5; Intermediate Grades; Outcomes of Education; *Revolutionary War (United States); *Social Studies; Student Attitudes; Student Development; Teacher Student Relationship; Teaching Models; *United States History; Units of Study |

ABSTRACT

This report examines the biography, elementary school social studies teaching goals, and specific U.S. history-social studies goals and curriculum mediation practices of one fifth-grade teacher, Ramona Palmer. Daily lessons and classroom teacher-student interactions are described in detail as Palmer moved through a 6-week unit on the American Revolution with her fifth graders. Six students were interviewed both before and following the unit to assess what they learned. Additionally, the entire class was asked before the unit to write what they knew and what they still wished to learn about the American Revolution. After the unit, students were asked to write what they had learned. Analysis of the student assessment data and the teaching episodes suggested that Palmer appeared to be successful at reaching her curriculum and teaching goals which included: (1) helping students to learn and understand the chronology, events, persons, and historical details of the American Revolution period; (2) attempting to breathe some life into the content through historical fiction accounts; (3) assisting her students in "internalizing" events of the period through reports and presentations; and (4) teaching her students that knowledge of U.S. history is valuable as an end in itself because it can build an appreciation of "our historical heritage." Fourteen appendices provide the structured teacher interview protocol, pre- and post-unit student interview protocols, analyses of student data in tabular form, references, maps, and tests. (Author/LBG)

ED355153

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$16.00

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Elementary Subjects Center
Series No. 68

# TEACHING ABOUT THE AMERICAN REVOLUTION: THE CASE OF RAMONA PALMER

Bruce A. VanSledright

**Center for the Learning and Teaching of Elementary Subjects**

Institute for Research on Teaching
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Michigan State University

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# TEACHING ABOUT THE AMERICAN REVOLUTION: THE CASE OF RAMONA PALMER

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Published by

The Center for the Learning and Teaching of Elementary Subjects
Institute for Research on Teaching
252 Erickson Hall
Michigan State University
East Lansing, Michigan 48824-1034

December 1992

This work is sponsored in part by the Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, Michigan State University. The Center for the Learning and Teaching of Elementary Subjects is funded primarily by the Office of Educational Research and Improvement, U.S. Department of Education. The opinions expressed in this publication do not necessarily reflect the position, policy, or endorsement of the Office or Department (Cooperative Agreement No. G0087C0226).

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The work is designed to unfold in three phases, beginning with literature review and interview studies designed to elicit and synthesize the points of view of various stakeholders (representatives of the underlying academic disciplines, intellectual leaders and organizations concerned with curriculum and instruction in school subjects, classroom teachers, state- and district-level policymakers) concerning ideal curriculum, instruction, and evaluation practices in these five content areas at the elementary level. Phase II involves interview and observation methods designed to describe current practice, and in particular, best practice as observed in the classrooms of teachers believed to be outstanding. Phase II also involves analysis of curricula (both widely used curriculum series and distinctive curricula developed with special emphasis on conceptual understanding and higher order applications), as another approach to gathering information about current practices. In Phase III, models of ideal practice will be developed, based on what has been learned and synthesized from the first two phases, and will be tested through classroom intervention studies.

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## Abstract

This report examines the biography, the teaching goals for elementary school social studies, and the specific U.S. history-social studies goals and curriculum mediation practices of one fifth-grade teacher, Ramona Palmer. Daily lessons and classroom teacher-student interactions are described in detail as Palmer moved through a six-week unit on the American Revolution with her fifth graders. Six students were interviewed both before and following the unit to assess what they learned. Additionally, the entire class was asked before the unit to write what they knew and what they still wished to learn about the American Revolution. After the unit, students were asked to write what they had learned. Analyses of the student assessment data and the teaching episodes suggested that Palmer appeared to be successful at reaching her curriculum and teaching goals which included (a) helping students to learn and understand the chronology, events, persons, and historical details of the American Revolution period, (b) attempting to breath some life into the content through historical fiction accounts (c) assisting her students in "internalizing" events of the period through reports and presentations, and (d) teaching her students that knowledge of U.S. history is valuable as an end in itself because it can build an appreciation of "our historical heritage."

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# TEACHING ABOUT THE AMERICAN REVOLUTION: THE CASE OF RAMONA PALMER

Bruce A. VanSledright[1]

During the 1991-1992 school year, two fifth-grade teachers were observed each day while they taught six-week units on the American Revolution-Constitutional period as a part of the U.S. history-social studies curriclum required by the school district in which they both taught. Data that were collected include (a) detailed fieldnotes and audiotapes of each lesson, (b) documents used for teaching purposes (e.g., lesson plans, worksheets, audiovisual question guides), (c) structured (audiotaped, transcribed) and informal interview data obtained from each teacher (see Appendix A), and (d) detailed information on what the students learned via structured interviews with six students from each class (audiotaped, transcribed), student assignment samples, and data from a three-item questionnaire (called K-W-L; Ogle, 1986) completed by all students in each class.

The purpose of the research was twofold: (a) to develop richly descriptive accounts of the teachers' teaching and curriculum mediation practices (Parker, 1987; Thornton, 1991) and (b) to provide a comparative analysis of the two teachers' practices relative to research literature accounts of different teaching traditions, approaches, or types in social studies education (Barr, Barth, & Shermis, 1977; Evans, 1989; Goodman & Adler, 1985; Martorella, 1985). What follows is the chronicle of Ramona Palmer, one of the two teachers. A biographical sketch is provided. Then an account of her U.S. history-social studies curriculum goals and specific American Revolution period teaching goals are detailed. The largest portion of the report is devoted to a rich, contextualized description of the day-to-day classroom activities that make up the substance of the unit. In conclusion, Palmer's approach to the unit and the influence it had on her students is discussed. For an account of the other teacher, see

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[1] Bruce A. VanSledright of the Department of Curriculum and Instruction, University of Maryland, College Park, was a research assistant with the Center for the Learning and Teaching of Elementary Subjects.

VanSledright (1992a). For comparisons between the two teachers, student learning, and the comparative strengths and weaknesses of each teachers' practices and their educational influences, see VanSledright (1992b).

### A. A Biographical Sketch

Ramona Palmer (names of the teachers, school, and students are pseudonyms) has been teaching elementary school for 26 years. She began at the lower elementary school grades (at second grade in a "progressive primary" and at third grade, one year each), moved to a small school where she taught grades 1-4 in a self-contained classroom for two years, and then finally to the fifth-grade level where she has been ever since. Movement from school to school in the early years resulted from her desire to become a nun. Prior to graduate school, she had attended Catholic schools all her life. Her baccalaureate degree came from a small, Catholic, liberal arts college in Michigan. After two years as an undergraduate, Palmer was sent to teach in Catholic schools in various towns in Michigan because of a shortage of nuns and a rising student population. She completed her degree through summer and correspondence courses with the Catholic college. In 1967, she graduated, receiving a major in English and a minor in social science. About her teaching experience that year, she said,

> I was teaching second grade. I got my degree that year. That was very good for me because what I had to learn then was that they were taking kids from where they were and teaching them, so this was a whole new movement going on in education. It made me start looking at kids as individuals and the different patterns in which they were ready to learn. It was progressive primary. You didn't push a kid. If he didn't learn his letters or alphabet in first grade, you didn't push him on. You knew there was a growth pattern and that there was maturation. We started looking at the children as individuals as opposed to large groups of kids that had to move from Section A to B to C.

She brought the progressive primary idea with her to the small, multigraded school she moved to next. After two years there developing, among others things, a new appreciation of scope and sequence across grades one through four, she requested a transfer back to her hometown to be with her mother who was dying of cancer. While taking care of her mother, she taught in a Catholic elementary school in her hometown. When her mother died, she decided to leave the convent. She took a position in an inner-city public school which paid almost twice as much as she would have earned had she stayed in the Catholic schools. During those two years she began work on a master's degree in social studies education from a university in Michigan. The courses she took were offered through an educational extension service. Eventually, she decided to move to the town in which the university was located and finish her graduate degree. She applied for a teaching position in the local district and was hired. She has taught in that district ever since.

Palmer currently teaches at Matewan Elementary School, a comprehensive K-5 school with a largely middle- to upper-middle-class population of 400 students. The student body is approximately 90% Caucasian. Of the remaining 10%, about 6% are African Americans and 4% are Asian Americans. There are 28 students in Palmer's class. Three are African Americans (11%) and three are Asian Americans (11%), reflecting a slightly higher proportion of minorities than for the school as a whole. At one time, the room in which Palmer teaches housed four classes of students arranged in an open classroom format. At present, Palmer shares the large room with Mrs. Gilliom, the other fifth-grade teacher. As enrollments declined, partitions were erected in one corner to make room for an after-school daycare program. The classroom corner diagonally opposite the daycare room serves currently as a "staging area" for large pedagogical activities and for resource storage. Palmer and Gilliom teach opposite one another in the remaining two corners. However, no walls or partitions separate them. Palmer and Gilliom also share a sizable office connected to the staging area. This office is principally cluttered with a rich variety of accumulated teaching and curriculum support materials.

Palmer was asked to discuss the nature of Matewan school and the community in which it was situated. She said that parents in the community took a very active role in their children's education and in the affairs of the school. She thought in general that this was helpful, but indicated that there were pressures associated with it. She put it this way:

> We have a very high parental interest in the students and what they're doing and what's being accomplished within the classroom. In some aspects it could also be called pressure. It's a nice thing and it's positive and it's great, but on the other hand there's that other aspect, that pressure on your part to perform and

> perform well because it will be scrutinized by this group. They are involved in curriculum and they are much more aware of how a school is run. We have parents who sit on curriculum boards. We have parents who will come and ask to see the curriculum--not just for reproductive health or social studies, although we had a group of parents who did that just to make sure we weren't teaching anything that was contrary to their religion.

During our discussions of the school and the parent community, the tension Palmer described between support or involvement and intrusive scrutiny was evident in a number of ways. She seemed particularly sensitive about it. She thought that parental worries stemmed from the fact that the fifth-grade district curriculum called for a unit on reproductive health. This unit was often interwoven with aspects of science and social studies, making these subject matters potential targets for careful evaluation as well. She describe it in these terms:

> For instance, I will say to the children in reproductive health, which I think in a sense dovetails with social studies because you're talking about health and science. That's where I teach values. Social studies are kind of wrapped in. The kids will talk about abortion which we not supposed to talk about at the fifth-grade level. This comes down from the Board of Education, and the parents' groups who have reviewed our curriculum say, "Don't teach this in fifth grade." What if questions are asked? I say to them, "This is a topic that the Board of Education, who is comprised of parents much like your own, have decided that your parents want to talk this over with you. I know that some of your parents have taken you down to the pro-choice rallies and that is their value and their opinion and I know that some of your parents have talked to you about whether abortion is [acceptable] according to your church's beliefs. What the school board is saying on this topic is that this is where you have to go for your information." That's the way I handle it at fifth-grade level. There's also a small core group on the far right who want us not to interfere with anything that's in their own special realm of privacy and family upbringing. That follows through with Halloween, any of the holidays, sex education. [Do you teach holidays?] If we teach holidays at all, we have to teach every single holiday there is, not just Jewish and Christian, but you would also have to teach the Muslim, the Buddhist, all of them. You'd better cover every single holiday. If you don't do all of them, then don't do any of them. That's the policy in this school district. As a result, I don't do holidays at all.

Palmer appeared interested in the values and controversial issues embedded in these topics, but tended to avoid open conflict and abide by district policies. In some ways, the tone of her voice implied that she laments missing out on opportunities to discuss openly several of these issues with her students. However, she could also appreciate the parental point of view especially from her perspective as a mother of two adolescents.

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Despite limitations, Palmer did enjoy parental and community support. She spoke highly of the degree of parental participation in school activities. About this participation, she made these remarks:

> The parents are truly interested in what's going on in the classroom in a positive way and they're very active in their child's education. Out of the 27 that I've had conferences with, there wasn't one apathetic parent. [What do you mean by apathetic?] "I was never good in reading. I was never good in math." There's not the old stereotypic thing of "It was OK for me, so it's OK for my kid too." Instead, it's "How can I help him? What can I do? What outside reading can he be doing? Why don't I see any math coming home?" I had questions from every single parent because the social studies grade was satisfactory and not excellent. There is no subject that is not scrutinized and no parent not wanting their child to do really well in it. They're also very concerned about homework and they're also worried about the transition from fifth grade to middle school and what we are doing as far as homework and study skills and study habits and building those in their child. What are we giving them? What kind of a structure? There's a very high interest level in the children's social interactions too. If there's a child who's an outsider or a loner, that's not perceived as being creative and different. That's perceived as "How can I help him out?" The parents are very concerned about how their child does. There's much more of an aggressive attack on their children's education. Aggressive in a good way.

Palmer was asked to speak about the climate within the school itself. She believed it to be a powerful place to learn and voiced high regard for her colleagues and the school's reputation:

> This school has a great deal of positive pride. It's outstanding in the district. There are many people who want to transfer into this school: teachers and permeable-boundary kids. The principal has to turn away the permeable-boundary requests year after year because there's just not enough room. Sometimes we have up to 12 or 13 permeable-boundary kids every year in our school. That's a high number. The parents have to be responsible for getting their kids to and from school because there's no bus service for that. The other part is that the leadership in this school is on almost every [district] committee. Three of us are on the math committee, social studies committee, spelling committees, reading committees, you name it, there's a core group that has something to say and will be a leader on that math committee. I'm on two of them myself and I've gotten off two, science and social studies. It's an ongoing thing. You don't just do your stint and then you're done. You go on and then move on to other curriculum areas. [How would you account for that?] Strong personalities. It's partly the leadership of the principal. He was a teacher here. He was the principal at one area for a lot of years, and then he took a year off and went into the classroom, and then that following year they put him here. That was probably in 1985. Also, interestingly, five of our teachers are on the board of the union. All here. You're talking about negotiators, vice presidents, secretaries. So they are active in the union as well as in the curriculum. So you don't have anybody who sits back and let's things happen to them.

She also pointed to the school's principal as a source of strong educational leadership and vision.

> The principal's leadership is also very, very good. He's strong, definitive, and he has vision and he doesn't take a lot of nonsense and picayune stuff. He doesn't get mired down in details. He doesn't really tolerate a lot of nitpicking and backstabbing. It's just not allowed. [How much of a role do you have in shaping that vision?] All of us do. It's supposed to be for school improvement, but I think what's happened in this school is because of what I had said prior to this. You have people with vision and they're going to do this anyway. This is their nature. They're not going to stand by. It just so happens that he is a very strong person who can lead and to lead means to teach. He kind of steps back and delegates some authority. Sometimes he doesn't delegate the authority very well. It's amazing how people just growl at him and he surrenders and we all start working in a group again. [How many staff people?] Seventeen classroom teachers. Of those 17, he's very strong too. If he disagrees with the way somebody is doing something, there's no bones about it. You change, whether you're union or whatever. [When you said disagree, were you talking about instructional, curriculum, or policy issues?] Could be anything at all. He and I went nose to nose over holidays one time. It finally came down to "Regardless of what you think, you will follow the district policy on this." "Well, I don't like it." "Well, I'm sorry you don't like it, but you will follow it." [Would you say in general that there's a pretty good match between him and the staff?] Oh yes. Definitely. Probably too, some of the people who are a little difficult personality-wise gravitate over here [to Matewan] because you are given your freedom, but yet you have structure. It's a no-nonsense approach. He doesn't play games with you. That makes this school unique. Kids know that too.

Palmer concluded by describing the quality of the teaching staff and the type of school they had created at Matewan. She alluded to the effect it had on the her students and those of her fifth-grade colleague, Mrs. Gilliom.

> The kids see this kind of cohesive staff...when a staff member comes up to me and says, "Mrs. Palmer, so and so didn't do this." I don't sit back and so, "Oh, that's all right, Mrs. Gilliom is like that." That doesn't work. In my class, the teacher and I are bantering back and forth about "You can't do this," or, "You've hurt my feelings." They [the students] are thriving on this. It's just a bantering that's friendly. She was teasing me about Snoopy the dog and a kiss from him, and students say, "Oh yuck, dog germs," and I said, "Hey you guys, she called me a dog." So we joke back and forth, [and I say,] "I can't forgive her for calling me a dog." It's gotten to the point where some of them side with her and some side with me and they banter back and forth. One day she wasn't on time for class, so I'll send a kid over and he'll say, "Mrs. Gilliom, do you think you're going to have time for reading today?" Then the whole class just goes into hysterics. But that sort of thing brings about community. It's a joyful place to be. It's a safe place to be. Back to the principal's leadership, kids aren't allowed to be unkind to each other here and so it's a safe place to learn and you learn better in a safe place. [So the staff is trying to model a certain sense of community for the kids?] Right. They like each other and they enjoy each other. You don't always agree with somebody, but that doesn't mean you don't have to like them.

Palmer's reference to a jovial bantering between staff members reflected as much her own personality style as it did the school as a whole. As descriptions of her classroom interactions with students will reveal, she possessed a friendly wit which often surfaced in well-timed puns and comical innuendos. For her, this type of humor created a friendly atmosphere which in turn fostered a sense of warmth and community in her classroom and at the school. The strong educational and organizational leadership of the principal also helped support this climate as her comments suggest. Under his direction, Matewan took its educational mission seriously. Subject matter was important and learning it was essential. An orderly, structured environment in which to learn was also prized. The staff understood that a favorable parental perception of the school was dependent upon maintaining this reputation.

## B. General Philosophy and Teaching Goals

Learning about subject matter as a general preparation for future life became a key theme in what Palmer said about her educational philosophy and teaching goals. In different ways, what have been termed the basic subject matters (i.e., the 3Rs) surfaced as important to her teaching efforts. Science and social studies were integrators of these basic subjects. She said,

> I think you have to give them the basic structure for mathematics, reading, sociability. The science and the social studies are going to weave in and out, kind of like concentric circles. I think that's our basic responsibility. I think in the process of doing that, you build community, you build a social awareness of the world that they leave to the smaller community that they enter here at school. They learn acceptable behaviors in this society, on a smaller scale--crime and punishment so to speak, the justice system. Also, just what everyday life is. I think also it's to give kids structure for six hours in a day in which they can feel safe in an atmosphere in which learning is essential, and that learning is internally exciting.

Asked to explain how she decided what kids were going to learn and how this fit her perception of the role of elementary education, she responded,

> Reading, math, and the language arts and the basics of, I would say, geography, and the basics of science. Social studies is really what goes on in this class. They can learn basics of geography academically and how to read tables and graphs, that's kind of academic, but the sociability of social studies is all interwoven on a smaller scale.

For Palmer, social studies was tied to learning rules about what it means to be sociable; it was a great integrator of social interaction in her classroom community. There were the subject matters--science, geography, language arts, history--all to be learned within the context of the "sociability of social studies."

Palmer added another goal to this philosophy of subject matter learning that was to re-emerge in her discussion of the specific goals for the American Revolution-Constitutional Period unit: she wanted learning to be "internally exciting." She spoke of it this way:

> Also, when I say it's internally exciting--it's a personal bias of mine-- I hate it when people say "Learning should be fun." That bothers me... because that's misinterpreted. Learning then becomes a Sesame Street or a song and dance routine. What is internally exciting to me is the awe and wonder. That's what learning is about. That's what babies do when they first pick up a block or find out how to sit up. My daughter asked me what heaven was like. I said, "You know that feeling you get when you finally figure something out and then you're awed? That's heaven. That's knowledge." That's personal for every person. As a teacher I would like to be able to see that at least once a year in every kid.

To give applied substance to these ideas, Palmer formulated them within the context of her specific role as a fifth-grade teacher. One particular aspect of this role involved, as she notes, preparing her students for middle school. This entailed, among other things, developing a sense of personal responsibility about the learning process, which in turn meant a serious attitude toward school and school knowledge and good work habits.

> The key features are to recognize that love of learning or the excitement of learning. The other thing is to give them structure and understanding, patience. Each classroom has a different role in this school is what we're saying. Fifth graders have a role. They are the big guys. They finally made it. They're the leaders in the safety squad. They're the leaders of the kids. They get the jobs to run around and help with things. They are also getting homework for the first time, so that aspect of their responsibility is growing with them. My role is to help them recognize that. It's to help them be confident about their skills in doing that. It's their role to interact with each other socially, as they're starting to become more socially aware of male-female relationships, of their own bodies, of their own sense of humor. My role is also to help them take risks about learning and about each other, as far as "I'll help you, even though you haven't been very nice to me, I'll risk and open up a little bit." Help them to become independent. All of that is preparing for middle school. You're preparing them for independence. You're preparing them for good work habits and you're doing it on a smaller scale. We're not talking about putting them over there with a team of 50-some kids, we're talking about 25-27 right in here and we can work on a smaller scale. "Where's your work?" [The students respond,] "You didn't tell

> me to do that?" "Do I have to say everything?" It's such a change. Personal responsibility. School is to be enjoyed. You can come in and have a good time, but you better get down to business too, because that's what you're here for.

When asked to elaborate on this goal of developing personal responsibility, she added,

> I basically have very high expectations of [my students]. They know what those expectations are and they know they have to live up to them or there are consequences, personal consequences, and they know I'm high on personal responsibility. My approach to them as a whole group in teaching is that everybody's involved. There's no time to be out in la-la land. "Did you just take a trip? Are you coming back? Are you with me? Where are you? What do you have to say?" I won't say to them that their opinion is wrong. I will say, "I disagree with you. I have a different opinion than you do. I don't expect you to change your opinion," especially when talking in terms of values. They know that.

In addition to fostering personal responsibility, Palmer also stressed the need to augment her expectations with an effort to make learning relevant to her students' lives. She suggested several ways in which she attempted to accomplish this:

> I also feel it's very important to bring to them what is going on today. I ask, "What have you seen today?" All of a sudden they realize something has happened in their life that I am aware of, so I'm not out there just talking about something that's not relevant. I have to have some credibility. If we're talking about *White Fang*, the movie, then I'm talking about foreshadowing or flashbacks in it in reading class. We talk about movies we've seen recently so it's something tangible for them, not something just on a written page. When we talk about social studies and about Washington and the cold winter, we start talking about what it's like outside. "This is like the winter of Valley Forge. Can you imagine having to go out in your bare feet right now?" That brings it to what it's really like. We talk about math that way, reading, anything that's going on in their daily life. They have to have something to hang it on. I don't think you can just give them facts or explanations of things. You have to have them hang it on something. There has to be a hook up there to hang it on to.

For Palmer, building knowledge and understanding of school subject matter must necessarily connect with the personal experience. These comments about the goal of relevance gave rise to an extended discussion of Palmer's general social studies goals to which we turn next.

### C. Social Studies Goals

Palmer began with her definition of the social studies as school subjects. She suggested that they were comprised of a series of strands; the social (or "sociability" as she put it), the economic, the geographical, the historical, and to some degree the political. She noted that the social studies were the most relevant school subjects because they dealt specifically with students' lives. About history as a social studies strand, she said, "History, then, is what you do when you bring all your background with you, not only your own personal story, but the story of your parents and grandparents and your forefathers." The social studies were, among other things, certain school subject matters that were to be hung on relevant cognitive hooks.[2]

When asked to describe other main goals connected to teaching social studies, she explained,

> Cultural awareness. Besides knowing about their environmental, political, and socioeconomic aspects of their life and historical parts of their lives, it's about an acceptance. Acceptance starts at the grass roots level with acceptance of each other. That can also go on to the acceptance of different cultures and that...fans its way out. I used to do a thing with bringing in parts of your culture to share with people. If you were Irish, you brought in something having to do with Ireland food-wise and you share that part of it. I do talk to the children about Netsilik Eskimos and you talk in broad terms of acceptance of their customs, which seem bizarre. [Why Netsilik Eskimos?] Because I know them from MACOS [*Man: A Course of Study*]. And I also know a lot about the Native Americans because I read a lot about them, so we talk about Sacajawea and some of their [sic] customs, having read that book. We talk about the ancient primeval man and how he thinks, how he started to learn about tools, and stuff like that. [Any other specific goals?] Environmental awareness. Not only of geography and land forms, but environmentally safe practices [such as] saving the environment. You bring in again this relevancy of what's going on today. In the nineties, we are much more conscious of it.

As she talked, this preliminary list of goals began to grow rapidly. In addition to the subject matters and cultural and environmental awareness, she added making history relevant to students' lives, developing a disposition toward tolerance for differences (linked to the cultural awareness goal), understanding sexism (linked to tolerance), cultivating global political awareness (tied to a growing need to democratize the world, although she indicated that she seldom touched on this issue), acquiring social studies skills (map reading, graph analysis, etc.) and fostering patriotism (linked to her fundamental belief in American democracy as defined by the *Bill of Rights*). In order to communicate these goals, the goals related to history particularly, Palmer spoke in terms of a bridge metaphor, a bridge between the ideas to be communicated and her student's experiences:

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[2] For Palmer, part of her definition of social studies appeared to be connected to school subject matters such as history and geography. These in turn were related to the academic disciplines from which they originate. Distinguishing where the borders were in Palmer's thought process that separated the social studies from the school subjects from the academic disciplines was difficult. She tended to use social studies as an umbrella term. The school subject of U.S. history (at fifth grade) was somewhat distinct yet related to her recollection of the "scientific" and traditional disciplinary history she encountered in her undergraduate education.

> Making that bridge is part of why I think you need to have the kids see that there is a bridge, and that they're walking and that the bridge never ends. It's an open-ended bridge and where they are on it...there is a cross over. The American Revolution may be down here [on the time line] and they're here but they can keep on going with it and making it better and better. Human progress. Change is good. It's when you don't change that you die.

As her social studies goal framework continued to expand, she added the importance of critical reading skills to the list. In the first weeks of the new year, she spent time instructing her students how to read the history textbook and other textual sources they would encounter in social studies during the year. These other textual sources were frequently taken from historical fiction trade books, a number of which she used during the American Revolution unit. Palmer was especially interested in integrating historical study with language arts. The use of historical fiction provided an opportunity to accomplish this integration. In fact she was so impressed with the idea of a thematic, integrative approach to teaching in general that she thought she would enjoy organizing the curriculum for the whole school year around several different themes (e.g. human survival, war). She felt social studies would be good area in which to center the thematic study.

In addition to the numerous goals she had already mentioned, she said that she was interested in trying to improve students' attitudes about social studies subject matter. She provided several examples indicating a sense of how she went about this task:

> They have to learn history, read the book, and it can be dull and boring. Today we were doing stuff that was kind of cut and dried. We had played Jeopardy the other day for the vocabulary words on the colonies and establishment of the colonies, so today I was doing their work pages and made believe they were a test, so they [students] were all up in the air. I said "Oh by the way, you can use your books for it." "You can?" they said. "This isn't a test?" "It's a test, but you can use your books for it." The idea is to get them not to look at it as drudgery, but there are different things you have to do. Then we got to talking about a separatist and

> what a separatist was, and I said, "Gee, it really seems kind of stupid if you didn't think a separatist was somebody who's separated from the Church of England. Don't call me a separatist because I'm never separated from anybody." And they're all laughing, that sort of thing. I think another thing that would be great to do is do a newspaper about the American Revolution. [Do you think it improves their attitude?] I think so, I do. Also, the fact that our fifth-grade performance is always centered around social studies, dates and times from the very beginning of the trek across the Bering Straits right up to the present day. It's just a continuum that goes on. I think that's a general goal too, to see that they are a part of history and when they put on their performance, they are that part of the time line, which it just gave me an idea for the background. I was just thinking how good it would be if you had a time line up there and you had all these different people and at the end of this time line you had their class picture.

Social studies, it has been argued, centers its curricular rationale on the development of what some have called citizenship action goals or dispositions, that is, dispositions to take action in certain situations or in connection with certain issues that are addressed by the subject matter. Palmer was asked to explain if and how she dealt with these goals. Here is the conversation which in turn branches out into a discussion of her classroom organizational style.

> P: I think there are several things that happen and I can't say they've happened with me in the last couple of years...but we got very involved in ecology and that became a real project for them. Another thing they have done in the past and related to social studies was their food-gathering for the homeless. We haven't done that this year. We haven't done that yet at all. One of the kids last year thought it would be a good idea to do it all year long as opposed to just Thanksgiving and Christmas. People are hungry all year. They aren't hungry just at Thanksgiving and Christmas. Also, in this community, they're very socially aware people. If you talk to these children, they are very aware of giving to those who are less fortunate. All you'd have to do at school is say "Give-a-kid-a-coat-campaign," and they respond to it immediately.
>
> V: How about in the school here, with say a student government?
>
> P: We don't have student government here.
>
> V: Some people talk about building citizen action dispositions in kids by letting them participate in the decision-making process in school. Does any of that go on here?
>
> P: Every classroom has to do that at the beginning of the classroom. Whether or not those are handed down from above by the teacher individually or they are collectively thought about, which is probably 90% of the time, I would think.
>
> V: What do you do?
>
> P: I have to tell you that there's usually just two rules. I just make it simple. Respect for one another and safety. Those are the two things. What I usually say to them, "Name some situations in which you would have to practice that."

V: What about decisions that go on in class, like about a class party or other things?

P: I don't do a lot of that anymore. I used to, as a young teacher, get them all involved and it was their project and stuff like that and usually now it's, "The party's from 2 to 3 on Friday afternoon and I've contacted the room mothers and if you want anything different, be sure to let your mother know." I think expediency-wise, because of the amount of work and academics, discipline problems among the students in the classroom; for me, expediency dictates. Most of them feel that if there's a problem that they don't totally disagree with it, they can talk about it and it will be taken care of. I guess in a lot of ways this is an autocratic society in my room. If you want something done there are people who come up and talk about it, but I guess they usually come to me to take care of it.

V: So there are opportunities for some decision making on their part but it's more autocratic rather than less?

P: I think so. They know that there are choices to make and it is their choice to make it, but it is also their responsibility to make the correct choices or there are consequences.

Facing the importance of academic and classroom structure demands, demands that emanated as much from her personal beliefs as they did from the school's and principal's no-nonsense approach, Palmer opted for an autocratic organizational style. It served, as she notes, a need for expediency. She explained that the curriculum plate at Matewan was exceptionally full in all subject matter areas. In order to address this full plate, she needed to be efficient. Taking time to engage in decision-making exercises, while valuable and important in their own right, stole crucial time away from other goals. The path that conjoined curriculum content goals, her beliefs about their importance, and the organizational style expected at Matewan turned out to be a rather straight and narrow one. About curriculum guidelines and school policy, she said,

> We have to follow the curriculum. We have to follow those district guidelines and if we go over and above any of those, we have to follow a policy from the Board of Education in which it has to meet certain curricular standards that will indeed fit with the goals of the district. For instance, if a teacher suddenly thinks that South American and Central American and Mexican cultures all belong in the same unit and she brings in everything from Mexico and South America and things that she's collected in the last 15 or 20 years and she does a whole unit on that and has books and goes to the library and gets films and all this stuff that she does...she has to make sure that every bit of that printed or visual or audio material clears the board policy. If she has a question about it, she goes down to the principal. The principal says, "Fine with me. I don't see a problem here." Or he has a question and you take it to the board and see if it's going to pass. If indeed they say, "no," she can't teach it. Anything that has to do with the

> curriculum guide, you teach. It's been approved by the Board of Education. If you stick within that, you haven't a worry in the world. You take any materials that haven't been approved by the board and not in the curriculum guide, you have to make sure it passes the board.

Palmer interpreted the curriculum guidelines approved by the school board in a very straightforward (some might say legalistic) manner. This interpretation in turn meant, in terms of fifth-grade U.S. history, a clear and systematic coverage of the chronological order presented by the Silver Burdett & Ginn textbook *The United States Yesterday and Today* (Helmus, Toppin, Pounds, & Arnsdorf, 1988). She said that she struggled to "get it all in" during the course of the year. However, she suggested that some units she covered in more detail than others in order to accommodate student interests and the press for coverage simultaneously. The American Revolution and Colonies units were ones that received extended attention while the Industrial Revolution, for example, was to receive shorter shrift. Palmer had worked out a method (with help from the reading coordinator) for integrating upcoming historical topics with language arts in a way that she felt she was able to "cover ground" more briskly. The delicate balance between the desire to address student interests by delving more deeply into issues they raised and the need "to cover the specified curriculum" was generally tilted in favor of the latter. Covering the book and following the curriculum guidelines while making subject matter as relevant and "internally exciting" as she could appeared to be Palmer's principal social studies goal framework. The other goals she stipulated were all pressed into its service.

Palmer's general social studies goal framework was also significantly influenced by her own disciplinary history learning experiences. Many of these occurred in the context of her liberal arts undergraduate education and in connection with one social studies education professor whom she had encountered in her graduate program. She spoke of the serious way in which her professors and teachers thought of and taught the discipline of history. She claimed that they made learning about history exciting. They stimulated her reading and interest in the field, an interest she retained, and one that she wished to instill in her fifth-graders. This interest transferred to the social science disciplines as well.

When she first began teaching fifth grade, the district social studies goals were constructed around the "New Social Studies" curriculum innovation *Man: A Course of Study* (MACOS). The district had purchased the entire program: books, supplementary materials, 8mm film loops, and teaching kits. Palmer commented on the influence MACOS had for her understanding of social studies:

> The MACOS might have been an influence because I started to see that social studies is not just dry old history on a time line. It was talking about culture and how culture influences growth and how you're talking about a pure culture and how you pull this pure culture out and take a microscopic look at it. At the same time, the Mesozoic Indian that we were studying was a pure culture and it was in the 1920s and we compare it with the 1920s of the United States. We used to do a program with the Charleston and dancing. It was a strong contrast to what was going on in a society that was much more "culturally advanced" than this pure society. Here was this whole thing about comparing and contrasting, accepting differences. What makes a society a society? What are the influences on culture? Why do we have trouble communicating with other people? Because we don't understand their culture or what is dear to them, and how the United States is a whole melting pot of all these different cultures. That's when it all started to fall in place for me.

Later, in response to a question about additional influences, she added,

> I think, if anything, it's probably my love of people. I think to me that's what social studies is all about. People make history. People change our planet. We are changed by our physical environment, and how are we changed! That sort of stuff always interested me. Anthropology has always been very strong. I'm absolutely fascinated by the dinosaur age and early cave man and all those things. They found that man that was 4,000 years old and the whole class got into that.

Eventually the school district dropped the anthropologically-oriented MACOS program in favor of a stronger emphasis on geography and history. Palmer suggested that district curriculum supervisors became somewhat disturbed because students were doing poorly on tests of their geographic and historical knowledge. As a consequence of the MACOS program, students demonstrated proficiency in critical thinking and on assessments of their acceptance of multicultural perspectives, but, according to the supervisors, they lacked rudimentary facts. The shift to geography and history in fifth grade was designed to attack this perceived weakness. Palmer said that she believed the change occurred in the 1978-1979 school year, roughly paralleling the nationwide "return to the basics."

Finally, Palmer attributed much of interest in social studies and its influence on her general goals to her family, her mother in particular:

> When you asked me what made me a people person, I'm wondering if a great deal of it isn't parental influence and the type of personality I am. My parents were very friendly and outgoing and I think this business of caring for people and understanding comes from them. This is the 1950s that I was brought up in, and a lady came to our door and wanted my mother to sign a petition to prevent a black family from moving into our neighborhood. My mother, who is a very quiet woman would not raise her voice to other people...she raised her voice to this woman and told her to get off her porch and off her property and was very forceful about the fact that this woman had no business even asking for such a thing. We could say "damn" and "hell" in our house, but if we said "nigger," we'd get our mouth washed out with soap. It's amazing to me because it was just not allowed. Maybe that's where it comes from. Maybe this respect for human beings comes from that. My mom wasn't a staunch Catholic. She was a free thinker. It cost her a lot of pain. It probably rubbed off on me. It probably got me into the most trouble because I didn't swallow a lot of the stuff they told me in the convent either. I made discerning choices.

A most crucial discerning choice, as we know, involved Palmer's decision to leave the convent and take up residence as a teacher of fifth-graders in the public schools, a choice she later said caused some consternation. She was quite proud of her mother's free-thinking style, a style she was fond of emulating.

In summary, Palmer's social studies goals reflect an assortment of potentially conflicting influences. Raised in a Catholic home with some implicit expectation that she would endure the rigors and self-discipline necessary to become a nun, she was also affected by a mother who engendered a respect for differences and promoted the right to make "discerning choices." Her mother's beliefs in turn sparked Palmer's interest in history and the social sciences as she sought a deeper understanding of human social interaction. In college, Palmer found these courses most stimulating. She also found herself under the sway of undergraduate professors who taught her (in the 1960s) about the rigors of disciplinary ways of knowing and about methods for ascertaining knowledge. Experience teaching MACOS catered to her continued interest in the importance of critical thinking skills, tolerance for different cultural perspectives, and the right to express those differences. However, when the school district dropped the MACOS program in favor of more textbook-based, school subject-matter approach to history and geography, she claimed she made the transition quite easily. Although she wanted her students to analyze historical interpretations, she also wanted them to learn, understand, and appreciate the facts, albeit in way that was "internally exciting," where history "came alive."

### D. Goals For The American Revolution Unit

Before discussing her specific goals for the American Revolution-Constitutional Period unit, Palmer talked about her approach to teaching history in general. The idea of causal relationships seemed quite important to the way in which Palmer approached the teaching of U.S. history:

> At the beginning of this year we talked about tools and what tools you use for social studies. We talked about indirect sources and how that would be a tool in reviewing [history]. We always go back to some kind of review, how things fit in, cause and effect: What were the reasons that led up to the Revolutionary War? It'll be the same thing back down the road to the war. What led up to this? Back in the Revolutionary War we talked about Crispus Attucks. What happened in these years? You're trying to link these chunks of time so they realize they just didn't jump from here to here to here. There is a natural flow and these issues just didn't die and surface again. I would talk about it in that way. At the end of the year, and I have done this before that: "Isn't it amazing that our country is based on war after war after war?" We literally put our chunks of history into those specific time eras by wars, the Revolutionary War, the Civil War, the War of 1812, and on and on. Then we talk about the Great Depression. How did we get out of the Great Depression? World War I. Why does war seem to be the catalyst? A professor from my undergraduate college was the one who made history come alive for me. Cause and effect was his way of doing it. Probably that's why I do it now.

When she could, Palmer also taught by analogy as a method for developing empathy for historical actors and their circumstances. She had students read trade books on historical fiction to help foster historical imagination. They were then asked to write reports on what they read and sometimes present these reports to the class. Occasionally, as additional means for developing empathy and historical imagination, she would ask students to write letters to imaginary characters from the past, and where possible, she brought in artifacts for students to examine. She also used films, videotapes, and filmstrips as pedagogical strategies. She taught skills (e.g., map-, graph-, chart-reading) within the context of the content itself: "How do you get to the content? By using some of the skills. Why is it important to know where these battles were? Well you can you use a map that has key symbols to show where the battles were. So you use a skill as a way to get to the content," she concluded.

With regard to how she selected the content, Palmer noted that her role as fifth-grade teacher involved presenting an overview of history as stipulated by district guidelines. Therefore she followed a chronological approach. About the key ideas she had covered by midyear, she said,

> I think the key idea I've worked on this year would be the fact of who the colonists were and what a hard time they had. That seems to be a concept that they were struggling with, so you hit in on that: the hardships, what they went through, what their frustrations were. Then another concept I will be hitting on is the struggle between staying with King George or being uncomfortable about paying the taxes and things like that, and was the alternative [fighting for independence] more uncomfortable for some other people. Also, I'd like to get into the struggle with the *Constitution* and the *Declaration of Independence.* We'll talk about that.

When she was asked what her students would say about the most important things they had learned in social studies if they were asked at the end of the school year, she said, "They would tell you about the land bridge, they would tell you about the Native Americans, about the Pilgrims, and they would talk about the Revolutionary War, and because we're doing the thematic unit with another teacher, they would probably tell you about the westward movement and the Civil War. If we're lucky, they would even approach World War I and the Depression." She indicated that students would understand her content selection rationale as hinging on the development of an appreciation for their own cultural heritage.

As she discussed her goals, Palmer would frequently return to the idea of "internalizing" the content. By this she typically meant the process of learning to imagine the historical period and empathize with its characters. It also referred to making the experience seem real enough to foster pride in the United States and to affect students' present circumstances as well as their sense about the past. Palmer described it this way:

> To me, it has to make it a living thing, that it did happen; these were events, not just a fictionalized account of something. They need to have that sense of roots and patriotism. So if they would understand this, then they have owned it and made it their own. You can read something, but you can know something. You can read a book, but to know the book, you put it in part of yourself. You've identified with it, even if it's a third-hand experience. It's something you can hang knowledge on or put knowledge into. For instance, when we're talking about the

> letter writing and all the other stuff in class, I think that's internalizing it. Then you go a step farther with that when we start talking about the *Constitution*, and that's when decision-making comes into it. You challenge the *Constitution* because you need to challenge it because that's what it's there for. It's there because we are the government of the people, so therefore we can make these changes and need to make these changes. My goal would be to make them see that the *Constitution* is a living document that affects their lives today, on a constant basis.

These comments elicited a discussion concerning classroom discourse as it related to her pursuit of "relevancy," and on the role that critical thinking played in the process. Although Palmer was interested in having her students evaluate the events about which they were learning, she suggested that this practice was more common among students in the upper grades. Her goal involved developing a greater sense of appreciation for the democratic tradition in this country as an ideal, rather than critical thinking as a practical analytic strategy. She put it this way:

> "What am I sitting here learning this for? History for history's sake? Or history because this is where I came from? These are my roots." This is where we're going and what's the tradition that the *Bill of Rights* and *Declaration of Independence* is steeped in. What are these traditions? Am I imparting a value of pride? Some people would think that that wasn't necessary to do, some teachers, but most teachers do, most of them are pretty traditional in their approach to social studies. I think as you get into the upper grades, kids start to become critical, not just critical thinkers, but critical of today's place and where it stems from.

Palmer worried that too much "criticism" would aid and abet an already growing sense of cynicism in her students. She wanted her students to know and believe that "the system worked," that democratic roots and the *Bill of Rights* were designed to protect the rights of citizens. Her sense of critical thinking was turned to face challenges to Constitutional guarantees of free speech, due process, and so forth, not toward the limitations of the democratic "system" itself nor the general interpretive nature of history. As a result, and as a consequence of what she perceived to be significant time constraints, she avoided a style of classroom discourse that encouraged discussion and argumentation. She said,

> I don't get into a whole lot of the kids arguing about what could be right and what could be wrong, because of time constraints. In the past, way back in the seventies, what I used to do was line them up, when I had smaller groups, and one would take one side of the issue and one would take the other side of the issue and they could only answer to what the last person said, and back and forth that way.

> They literally were opposing sides and opposing issues. That worked really well, but I don't do that anymore. There isn't a whole lot of discourse back and forth between the kids and me, but on the other hand, they're doing a lot of the talking at the same time, but I guess if you're talking about dialogue, I would say not very much. If you're talking about them doing a lot of the class speaking and interaction, yes, quite a lot. There's not usually a whole lot of "Let's sit down and discuss." It's usually, "I've got something to tell you. You work with this and come back and show me what you come up with." I very rarely play devil's advocate. Once in a while I do it, but not often. I'm not good at it, so I don't do it.

For Palmer, classroom discourse was quite tightly controlled. It revolved around project assignments and games such as "History Jeopardy," student presentations, and an exercise called "Red Light-Green Light" (see, for example, Day #18 in the following section). However, it must be noted that, when she taught her students about the *Bill of Rights* (see Day #23 and #24), students did wrestle in a fairly dynamic fashion with interpretations of those rights. Despite this, Palmer would argue that such lessons had more to do with her "relevancy" and "appreciation of tradition" goals than with critical thinking discourse per se.

Palmer's specific unit goals were built around several assumptions. First, she believed that her students knew very little about chronological U.S. history, and second, that her role involved constructing a number of initial ideas about the sequence of events and their causal relationships. Having noted this, she pointed out that her main goals were: (a) sorting through the reasons colonists sought independence, (b) understanding the roots of the struggle inherent in the search for freedom, (c) studying the struggle itself, (d) learning about the outcome, and (e) making sense of the *Constitution*. About her approach to affecting certain student attitudes or dispositions in connection with these goals, Palmer said,

> The attitudes would be one of respect, one of ownership, again, what the struggle was, an understanding of what freedom meant and the price that you had to pay for this, that this wasn't something you just did for a couple of years and walked away from, that there was a war involved in fighting for our freedom. It wasn't just that King George laid down and handed over his throne. There was bloodshed over it. It wasn't easily won. The other thing is, and I haven't touched on this yet, but the great minds during that time: One borrowing from the other and then having this opportunity to build a democracy. I don't think I get that across for most of the kids. Maybe they're too young for it.

In several ways Palmer's general and unit teaching goals reflect those that some historians and history educators might espouse. She pursues lively, sanguine history, giving it the breath of life (Howard & Mendenhall, 1982), making it relevant to students' personal lives by helping them to understand its causal features (Hertzberg, 1985). She plans to build historical imagination and empathy (Dickinson & Lee, 1984) through storytelling, analogy, historical detail, and the use of historical fiction (Egan, 1986; Freeman & Levstik, 1986; Levstik, 1986). While cognizant of the interpretive process of writing and reading history, she downplays this in order to favor goals that involve building initial ideas about the content for students who may lack them (Brophy, VanSledright, & Bredin, in press), and developing an appreciation for the American historical tradition of democracy and human rights.

In the section to follow, I provide an extended narrative chronology which portrays Palmer's efforts to enact these goals within the framework of the American Revolution-Constitutional Period unit. I purposely limit the degree to which I offer interpretive commentary on the lessons so as to protect the narrative quality of the events and the order in which they occurred. Following the narrative, I describe student work, K-W-L and interview data (see Appendix B, C, D), and assessment information as each suggests about what students learned during the unit. I end by discussing in detail the findings from the student data within the context of the lessons and with direct reference to Palmer's stipulated goals.

## E. Teaching The Unit

Day #1: Teaching the American Revolution (Monday 6 January 1992)

The winter holiday period has ended. School is back in session. Today marks the first day of Ramona Palmer's unit on the American Revolution-Constitutional Period. Before the break, Palmer had alluded to the imminent conflict poised to erupt between the colonists and their British rulers. Presently, students will explore the events leading up to that conflict. But at the moment, they remained engaged in their comic books and novellas during the silent reading time that occurs for fifteen or twenty minutes preceding social studies.

At 12:30, Palmer announces that students need their textbooks, markers, a pencil, and a ruler. With a glint in his eye, Cameron, a small wiry boy, asks Palmer if they are about to play Jeopardy. She tells him, "Not today." She then announces to the entire class that the goal in social studies for the day involves developing an overview of events concerning the Revolutionary War.

> P: Barry, what does "overview of events" mean?
>
> Barry [tentatively]: A look over at something.
>
> P: Any other ideas? Brent?
>
> Brent: A bird's-eye view of something.
>
> P: Yes, we're looking at the whole thing from afar. Turn to page 144 in your text [*The United States Yesterday and Today*, Helmus et al., 1988].
>
> Addie: Are we going to do a timeline?
>
> P: Yes. You already looked in the book. What do you see on this page? Frederic?
>
> Frederic: There's a timeline.
>
> P: Here's the paper you'll use for your timeline. You have to follow several rules. Think it through before you paste anything on your paper. You will need to print. Always print on social studies maps and charts. What's the first rule?
>
> Adam: Print!
>
> Junior: Neatly!
>
> P: Yes, good. What's the second rule?
>
> Adam: Arrange everything on your paper before pasting.

Palmer takes the class through the rules one more time, stressing that they should test the location of the items they wish to locate on the line before actually doing the paste-up. She then explores with her students an additional reason she has assigned this timeline exercise.

> P: There's a reason I'm asking you to do this besides just the bird's-eye view. What do you think that might be? Cameron?
>
> Cameron [cautiously]: Teach us ... about the past? [several students chuckle]
>
> P: Yes, but I'm trying to get you to see that things happen in a certain order. There is CAUSE and EFFECT. One event LEADS to another like on the timeline in your book. OK, begin your own timeline.

Groups of students at different desk clusters (4 total, ranging from 2 to 10 students) begin conferring with each other about the textbook and how they want their timelines to look. As they talk, Barry passes out green and pink pieces of construction paper that students will label with various Revolutionary War events and subsequently glue to the larger paper already in their possession.

Pencils and rulers shift about busily on students' desks. Green and pink squares take up various locations on the timelines. Students experiment. They have done this exercise in preceding units. Palmer makes it a common practice to begin units with timeline exercises to orient students to cause and effect relationships and provide perspective from afar. After 10 minutes of steady activity, Palmer declares that she has good news and bad. The bad news: they only have about 20 more minutes to finish their assignment. The good news: they are doing an excellent job.

At the desk cluster with 10 students, all boys, a concern develops about different "empty" spaces on the timeline in the textbook. Confused, the boys ask Palmer what these spaces mean and about how to include them on their timeline. Palmer calls the spaces increments which "involves chunks of time," she says. "Put a block ahead of and after each increment on your timeline to indicate it's a slice of time--that time goes on indefinitely before and after the period we are studying." Several boys nod to indicate that they understand what she has said.

After another 10 minutes pass, Palmer circles the desk clusters passing out 3 x 5 cards to students. Each student receives seven cards. Once she has finished, Palmer turns, faces her students, and indicates that she wishes to relay the homework assignment to the class.

> P: Turn to page 142 for a minute. I have a little homework for you. Use the cards to put the seven vocabulary words on one side and write out the definitions of each word on the back of the card.
>
> Cameron: Is this for Jeopardy?
>
> P [smiling]: It could be! OK, if you're not finished, you can work on this later today if

you have time or tomorrow morning when you come in. Put your name on your paper and put it away in your book. Take out your science books.

Thirty-five minutes elapsed between the beginning of social studies and the request to get out the science books. Palmer and fellow fifth-grade teacher, Mrs. Gilliom, share each other's students. In the afternoon, Palmer would begin by teaching social studies to her group of students while her colleague taught science to the other group on the opposite side of the room. After an average of 40 minutes, the students would switch sides of the room along with the subject matter. The request to retrieve science books signaled preparation for this switch.

Day #2: (Tuesday 7 January 1992)

Students enter the classroom at 12:15 following lunch recess. For the 15 to 20 minutes after they enter, students again participate in the silent reading activity. They may read a book of their choice or work on a textbook reading assignment. Many of the boys typically read comic books during this time. The girls read short novellas borrowed from Palmer's well-stocked classroom library. Today is no exception to this general rule.

At approximately 12:35, Palmer asks students to find their timelines, textbooks, and vocabulary cards. Desk tops go up as students rummage about searching for the requested materials. Palmer holds a handful of multicolored pocket folders. After desktops drop and books and other materials appear, Palmer circles the room passing out one folder to each student. As she returns to the front of the room, she announces that students may trade folders with one another if they do not like the color they received. "But," she demands, conscious of the class across the room, "You must do this as a nonverbal activity!" Quietly, students begin swapping folders. After 30 seconds, students seem to have the colors they desire and return to their desks.

P: These are your new social studies folders to be used for the American Revolution unit. Let's wait to give our folders a name. Let's study about this unit first. Later you'll have a better idea about what you want to call them. I have something else here for you.

Palmer again circles the room dropping off clusters of papers. She hands out a map of colonial forts in New York, Pennsylvania, and Maryland. Inset is a map of the eastern half what now is the United States. It indicates that the British controlled the near eastern seaboard territory while the French controlled the inland territory. The word "Spanish" is draped over what now is Florida.

P: Label this map "The French and Indian War" [Appendix G] and put the date next to it. The English call this the Seven Year's War although the Americans didn't use this name. I've got everything passed out now, so put your stuff in your folders. Remember, we're going to name the folders later. [moving to the chalkboard] May I have 28 pairs of eyes up here? [points to a large wall map]

Palmer explains the color-coding on the wall map. She points out the divisions between territory controlled by the French and that settled by the British. She then describes how a war broke out between France and England in 1756. She asks, "Does that raise questions for you? Why is this called the French and Indian War if the fighting was between the English and the French? Sam?"

Sam: Maybe the Indians were helping the English?

P: Yes, that makes sense to me. Some tribes helped the English and some fought with the French. But the colonists saw the Indians helping the French. These Indians attacked their colonies.

Palmer shifts the topic to life in colonial villages (in part a review from the previous unit). She discusses how meetings were commonly held on the town green. Dances might have also be held there, she speculates. Houses in the northern colonies are compared to homes in the south. Junior decides that the houses were very different due to the climate. This sparks an analogy from Palmer. She has visited Puerto Rico recently. She compares the houses she has seen there with the ones in the local neighborhood. Several boys at the back table petition to be heard with an impatient show of hands. Several take turns noting that the houses took their form because of the weather, the architects who designed them, their location relative to bodies of water, and so on. Palmer nods and smiles.

At about five minutes to one o'clock, Palmer announces that she is running out of time. She wants to push on. Before doing so, she makes her transition by saying to her class, "I'm teaching you about this so you'll get a sense of how things were at the start of the French and Indian War." She then goes to the board, takes down the map she has been referring to, and shows a closeup map of colonial boundaries and French territories on the eve of the war. It is now time for a filmstrip. Palmer pulls down the overhead screen, obscuring the map she has been pointing at, and moves to the center of the room where she begins the filmstrip entitled "The Colonies Mature" (from *America: Colonization to Constitution*, 1972, National Geographic Society; see Appendix F for references to class materials). After several frames pointing out life in colonial Williamsburg, a voice on the classroom loudspeaker interrupts with a request for the attendance sheet. Palmer responds by telling the voice that the attendance sheet can be found in her personal mailbox. The voice says, "Thank you." Palmer rewinds several frames, backs up the tape to match the frame, and begins again.

At 1:12 the filmstrip ends. Palmer asks if the houses were much different from the ones students were thinking about before they saw the examples in the filmstrip. A student mentions that he had imagined the houses were all akin to Jefferson's and Washington's mansions, but now he realizes most homes were log-cabin style.

P: What jobs were available to these colonists?

Kyle: You could be a fisherman, a seamstress, a carpenter, a farmer...

P: And sometimes an undertaker. Let's go back in the filmstrip and look at the pictures about the French and Indian War. [turns the frames to a picture of a group of Frenchmen and Native Americans raiding a colonial village] Notice the fighting and...yes, Cameron?

Cameron: I'm confused. Who's fighting against each other?

P [using an analogy]: Let's say its like a war between the fifth graders and the fourth graders. The fifth graders are the colonists and the fourth graders are the French. Let's say the third graders are also involved. Some third graders fight with the fourth graders and some with the fifth graders. Does that make more sense? The British were on the colonists side because the colonists were still British people.

Several students, including Cameron, indicate their apparent understanding by saying, "Oh, I get it now." Palmer backs up several additional frames to a picture of a Williamsburg tavern. She explains that taverns were used as meeting places by many prominent local citizens. These citizens discussed social and political issues as well as the latest news. Palmer takes a moment to contrast attitudes about bars today with very different colonial sentiments. As she finishes this comparison, a student from the other teacher's class comes over to tell Palmer that the time has come to shift subjects. Palmer nods, then makes one last point about a frame showing a colonial green. She notes that sometimes farm animals would graze on these greens, contrasting it with how different things are today because farm animals are seldom seen in the city. Having noted this, she instructs students to put away their social studies materials, get out their science books, and switch places with the other class.

Day #3: (Wednesday 8 January 1992)

While students read their comic books and novellas during quiet reading time, Palmer takes role. She leaves the classroom momentarily to walk the attendance list to the office. When she returns, she tells students to clear their desks and get out their social studies books. She passes out two sheets (one printed on both sides) that comprise a true-and-false "quiz" on the French and Indian War (Appendix H). Palmer instructs students to staple the papers together when they get them, put their names at the top, and begin circling answers. Palmer has said earlier that Cameron's confusion about the French and Indian War worries her. She believes that Cameron's question yesterday probably represents every student's question on the subject: Who is fighting whom anyway? She was pleased with the progress she made in the last lesson through the analogy she offered, however, today's quiz will serve as "the repetition that's the mother of learning."

As students begin reading and circling answers, Palmer reminds them to work alone. This is a test of their own knowledge, not theirs and the students sitting on either side of them.

If they read a question, but are not sure of the answer, Palmer wants them to take an educated guess. Jarron asks for help with the word "Parliament" on the second page. He seems confused about its pronunciation. Palmer helps him say the word and he moves on. After about 10 minutes, Palmer indicates that students will not be graded on this exercise. The exercise checks their understanding at this stage. Several more minutes pass. Palmer announces that time has expired. She instructs students to retrieve a copy of their old textbooks (*Our Country's History*, 1981, Steck-Vaughn/Scholastic Social Studies Series) from the book cart at the back of the room. Students comply. Palmer asks, "Please turn to page 138. OK, Adam read for me in a nice loud voice. All of you, pay attention. I want you to check your answers on the quiz against what you're hearing."

Adam reads about the events leading up to the French and Indian War. After a line or so, Adam encounters the word "revolution." Palmer stops him. She wants to know what this word means. Adam is not sure. Sam interjects, "It means that they wanted to be free." Palmer adds to Sam's comment by reiterating the parenthetical phrase in the text "changing the government by force." Adam reads on. In the second paragraph Palmer stops him again to make several anecdotal remarks about John Adams, his eccentricities, and his brilliance. Adam continues. After he has read to the end of the last paragraph in the introduction section of this chapter, Palmer asks Frederic to explain what is meant by "there was revolution 'in the hearts and minds of men.'" Frederic notes that people were thinking about revolution frequently in those days. Palmer responds, "Yes, good! It was on their minds. But what about the "heart" part? "They were determined," he says. "Good. Read on Frederic," Palmer requests. He picks up where Adam has stopped.

He reads about George Washington's role as a colonial commander of British troops on the eve of the French and Indian War.

P: Oh! Do you want to change anything? [referring to the first question on the quiz]

Several students [in unison]: Yeah! [students erase and recircle answers]

Frederic continues reading onto page 140. He covers verbal hostilities exchanged between the

French and British over control of the Northwest Territories. Palmer asks again, "Want to change anything on your sheets?" referring to the second question on the quiz. Pencils again erase and re-circle answers. Palmer requests Merry to read. She reads the section entitled "French and Indian War." After several paragraphs, Palmer stops her.

P: The British control certain lands and the French control others. Who are the British?

Adam [after a brief pause]: The redcoats.

P: Yes, but the redcoats include the colonists who are British also. The colonists and the British fought together against the French and many of the Indians.

Adam: Ooh! I get it now!

P: Look at the coast on the map on page 141. Look at where the English colonies are located. Why did you have to stop if you were British where this line is on the map? [referring to the colonial border]

Addie: Because there were mountains there.

P: Yes, the Alleghenies and the Appalachians. On the other side of those mountains was the area controlled by the French and the Indians.

Palmer asks Frederic to read again. He is followed by Kyle.

This procedure of reading sections of the textbook, stopping periodically to check answers to each question, and then reading on continues to the end of the time devoted to social studies as Palmer tries to clarify a set of cause and effect relationships. The true-false questions are taken virtually verbatim from the Steck-Vaughn/Scholastic textbook. Students review the British victory over the French in the war. Just before classes switch, Palmer and students review several final questions about Parliament in an effort to understand why the colonists were required to pay taxes to Britain following their victory.

P: Now look at the last few questions on your sheets. We need to zip through this. We're running out of time. What about Parliament?

Frederic: It was a British law-making body.

P: Where is it located?

Frederic: Over there...

Barry: ...in Britain.

P: Say all the laws were made in Britain. Would you like all the laws be made for you by France or Spain right now?

Students [in unison]: Not!!

P [hurriedly]: Who did Parliament think should help pay for the war?

Several students: The colonists.

P: Is that OK?

Adam: Yes, the colonists asked for help so they should pay.

Lara: Well, they should have to pay only half the cost.

Brent: Pay!

Cameron: Pay, I think!

P: Interesting! Your assignment for tomorrow is to give me three reasons why you think the colonists should or shouldn't have to pay for the war. You take the role of colonists. Write this on a piece of paper.

Students put their papers and books in their desks. They retrieve their science materials and begin the trek to the other side of the room while students from the other class begin arriving on Palmer's side.

Day #4 (Thursday 9 January 1992)

Students come in from lunch and settle into the routine of reading their books. Two females, who have signed up to work at the computer, play *Where in the World is Carmen San Diego?*, a geography and history video game. After 10 minutes, Palmer requests that desks be cleared. Students are to find their Steck-Vaughn/Scholastic textbooks and their True-False quizzes.

P: OK, let's go back to the last page on the True-False papers, the very last question on page two. It's a statement. Read it in your very best voice, Addie.

Addie: 'The colonists liked belonging to Parliament.'

Palmer asks several students what they circled for this item. Several say "false." Palmer asks Frederic why he chose false.

Frederic: It says so in the book...

Sam: Parliament was unfair to the colonists.

Addie: The colonists didn't belong to Parliament.

P: What does that mean?

Sam: The colonists couldn't vote in Parliament.

P: OK. Let's do it this way. Everyone in this school gets five minutes extra recess except this class. Our principal is in control. The school says that we'll take five minutes from Mrs. Palmer's class.

Cameron: But we're the big kids! We deserve more!

Barry: We didn't get a voice in that.

Drew: Yea, we didn't get a chance to vote!

P: The principal says everyone gets one vote. Would it make a difference? Or would you be outvoted?

Cameron: That wouldn't be fair!

Barry: But they would have 300 votes!

P: Yes, we would still lose. The point I'm making is that if King George said to the colonists that they could have a vote, what would have happened? Frederic?

Frederic: I don't know.

P: Think, if King George allowed them to vote.

Frederic: We'd still be outvoted!

P: So what's King George's plan?

Drew: The colonists would have to earn the vote?

P: Well, but what would you do?

Lara: It's not really fair; if they have a vote, they couldn't really win.

P: So why didn't King George just allow it?

Drew: But if the colonists couldn't win, why bother?

P: It could have taken the wind out of the colonists' sails. Look at the next statement. Read about the customs officers.

Marvyn: "Customs officers were very highly respected men by the colonists."

Several students [in unison]: Not!

Marvyn: What are customs officers?

Palmer explains customs officers by analogy. She talks about crossing the border into Canada, about how the people that ask you questions and check birth certificates are called customs officers. She then explains that customs officers collected taxes in colonial America. Often they pocketed some of the tax money, drawing resentment from the colonists.

The discussion turns to talk of British tax policy and colonial resistance. Sam points out that customs officers came around demanding tax payment after the French and Indian War. This enraged colonists who felt the tax policies were unfair. Responding to this observation, Palmer says, "Yes, but remember, we were still part of England!"

Kyle: The British expected payment...

P: True?

Students: Yes.

Palmer and her class briefly review the last several true-false items without much further discussion. Palmer presses on. She wants to get at the substance of the assignment she gave yesterday that deals with student attitudes about the tax issue.

Palmer reiterates the assignment. She instructs students to pay close attention as she asks various students to read their position statements. If a point is made that seems important and worth repeating, students are to write it down and put and asterisk by the statement. She begins with, "Let me hear your reasons, Adam?"

Adam: The colonists shouldn't have to pay because it really isn't their problem. It's the British's [sic] problem.

P: There's a false statement in what you said. I have to stop you. What is it?

Davey: The colonists were considered part of England.

P: Yes! It was the colonists' problem AND Britain's problem [goes to the wall map and points out the territory controlled by England].

Merry: But I don't think they [colonists] should pay because the British run the country and they make the decisions. They're responsible.

Addie: The colonists should have to pay half because they benefitted too! It's the responsibility of the colonists too. It was on their land.

Lorrie: But that's not fair!

Ainsley: But the British had more money than the colonists!

Erin: We shouldn't have to pay. The war destroyed life in the American villages.

P: Marvyn, what do you think?

Marvyn: I would and I wouldn't. Both sides should pay for their own damages. The government should pay. But the British sound cruel for not letting the colonists have a say.

Palmer continues to go around the room asking students to orate their positions. During the course of this process, several students mention that they have not finished the assignment. Palmer tells them to make sure they finish it soon and place it in their folders. She will be checking.

Abigail [softly]: I think we should pay some. We asked for help and the British helped us with soldiers.

Davey: I'm not done yet.

P: Make sure you finish! Mindy?

Mindy: We should pay. We volunteered to help.

Rhiannon: I think we should pay--we asked for assistance, so we should pay!

Frederic: Both of us should pay. Have the British pay for their own damaged properties and the colonists can do the same.

Barry: The colonists should pay--they asked for help and the colonists didn't really have money for ammunition anyway.

Sam: The British should pay because the colonists are a part of the British economy. All money goes to them anyway.

Brent: Colonists should help pay.

Lydia: We should pay; we wanted the help.

Lin: Pay half. We asked for help but we didn't have all the money to pay.

Cameron: We shouldn't have to pay our money for the war. It cost too much!

Palmer, having circled the room, decides to take a head count of different positions. She asks those who are opposed to any payment to stand. Four students rise next to their desks. Those that believe that a partial payment should be made are asked to stand. Fifteen students stand up. Finally, those that favor full cooperation stand up. Nine takers stand. Palmer asks them to sit down. As they sit, Palmer says, "I wanted to show you something. Did all the colonists agree on this issue? Students respond negatively.

Palmer then shifts to a consideration of what she perceived to be faulty logic in student responses to the question of tax payments.

P: We need to clear up some misunderstandings I heard when you were telling me your reasons. Take out your other social studies book [*Our Country's History*]. For tomorrow, I want you to read pages 103-113 in this book. I also want you to read pages 139 and 142-143 in your regular book [*The United States Yesterday and Today*]. We are going to talk about misconceptions you have. What's a misconception, Kyle?

Kyle: Something we don't have a good idea about or we have a misunderstanding about.

Palmer asks several other students the same question. They repeat what Kyle has said. As the clock shows 1:15, Palmer reminds them that they will take up these matters tomorrow, then dismisses her students to science class.

Day #5 (Friday 10 January 1992)

Palmer's middle school son has called her. He feels ill and plans to go home. Palmer has requested a substitute so she can join him. The substitute arrives late morning. She will teach social studies in the afternoon. Palmer has left lesson plans that call for the substitute to address the misconceptions students demonstrated the day prior as they developed rationales for cooperating with or resisting British tax policies. Palmer has indicated that students are confused about the fact that the colonists remained British subjects following the French and Indian War and, in this sense, were obligated to follow British policy. The substitute will read extended passages from two books: (a) *The Album of the American Revolution* by Leonard Ingraham (1971), pages 9-21 and (b) "The Men Who Were so Panic Struck" from McCrovern's (1987) chapter in *The American Revolution.*

These two excerpts retrace the history of colonial development in North America. The substitute reads about the Dutch in New Amsterdam, the French in what is now Canada, and the British along the Atlantic seaboard. She reads about the loneliness of the "wilderness" encountered by the early settlers. The text turns to a discussion of what settlers expected from their mother countries. Following this section, the substitute asks Sam to reiterate what was expected. He responds with, "Protection!" The substitute follows his comment with, "Yes, but what about trading with the mother country? Colonists were expected to buy manufactured goods and trade solely with the mother country in exchange for this protection. What does this sound like to you?" Drew calls out, "A dictatorship!" "Yes," affirms the substitute and begins reading again.

The text turns to a discussion of the French and Indian War. In its aftermath, new tax policies instigated by the British fomented trouble. The book uses the metaphor of a "large family quarrel" (Appendix I) to describe the impending conflict. The substitute reads about the Stamp Act, the resistance to it, and the development of the slogan "no taxation without representation." After concluding the passage, she tells students that Palmer was concerned that they understand the chronology of events, the cause and effect relationships that led up to the

Revolutionary War. Students reassure her that they understand. The substitute shifts to the second text. It chronicles the events leading up to and the actual French and Indian War battle at Fort Duquesne. The account of the battle is taken from a British soldier's diary. Students, who seemed somewhat restless during the reading of the first text, listen attentively at this first-person narrative.

At 1:15, the substitute has concluded the diary account. She announces she will stop reading at this point, that Palmer can pick up where she left off on Monday. "Your assignment is to read pages 142-146 in your regular social studies textbook and do the `Checkup' questions [p. 146] by Monday," she announces. Desk tops open. Several students get out their books and examine the assignment, leafing through the pages and pointing at the questions they are to answer. One student writes the assignment down on an "assignment sheet" grid Palmer gives the students at the beginning of each month. At 1:20, the substitute tells them they are dismissed to science class.

Day #6 (Monday 13 January 1992)

Over the weekend, Palmer developed a toothache. She has scheduled dental work for Monday. Therefore another substitute has arrived. Palmer has again prepared lesson plans which the substitute announces she will follow carefully. The lesson plans call for a filmstrip and then review of the "Checkup" questions (Silver Burdett and Ginn textbook, page 146).

Today's filmstrip is entitled "Winning Independence" (*Becoming a Nation*, 1976/1978). As Lydia turns the frames and Kyle handles the taperecorder, students watch the filmstrip attentively. After approximately 15 minutes, the filmstrip concludes. It has covered the issues that separated the colonists and the British, explained why the Continental Congress was held and the *Declaration of Independence* written, and described some of the major events and battles of the Revolutionary War.

Substitute: This was just a brief story on the American Revolution. Any other revolutions in the world that you know about?

Marvyn: The French Revolution.

S: Yes! Any others?

Davey: The French and Indian War?

Marvyn: That's not a revolution Davey.

Drew: The one going on in Russia right now.

S: Good. Any others? [pause] There have been some recently in Central America. You need your books--look on page 146--and your assignments from Friday. I'll take volunteers to begin the assignment.

Students are chosen to read and supply answers to each of the Checkup questions on page 146. Their answers derive from the reading they have been asked to do. The first four questions require factual recall. Students have little difficulty with these questions. The fifth question, referred to in the text as "Thinking Critically," reads: Would you have broken the law by taking part in the Boston Tea Party? Brent reads the question and then responds.

Brent: Yea. The British never lowered the taxes on the tea.

S: If you had voted "no" to participate in the Boston Tea Party, why? Was everyone in favor?

Several students: No!

S: Why? Why did some stay loyal?

Drew: They were loyal to the King. They thought a revolution would never work, so they didn't want to join in.

The substitute promptly shifts to the vocabulary words printed on the top of the next textbook page (p. 147). She reads the words (e.g., minutemen, Second Continental Congress, loyalist, patriot) and asks students to define them. Students take turns responding. When students encounter "Second Continental Congress," no one offers to define the term. The substitute tells them to use the glossary in the back of the book to look up the word. Pages flip to the glossary. Students take turns reading the definitions of the remaining vocabulary words verbatim from the glossary until the list is exhausted. Occasionally the substitute asks a student to rephrase the definition in their own words.

S: How would you define *Declaration of Independence*? [pause] Look it up! [Abigail reads the definition from the glossary.] Who can say it in their own words? Marvyn?

Marvyn: You have a right to do whatever you want.

S: Let's do that again. The first part sounded good, but...

Sam: The Americans were free from Britain.

S: Yes. Was anyone disappointed with this? [short pause] How about the loyalists? Did they go home then?

Davey [returning to offer his definition]: The people are free from others bothering them.

S: But, so why did England want control?

Adam: For the land!

Drew: They wanted the benefits of the colonists' economy.

With that, the substitute glances to the other side of the room. She notices that the other teacher has readied her students for the subject matter shift. The substitute announces that it is time for science. Books and papers slide into the desks in exchange for science textbooks and the classes trade positions.

Day #7 (Wednesday 15 January 1992)

Tuesday that week saw no school. Overnight, the area was laced with six inches of blowing and drifting snow. By morning, the streets remained covered and icy. The administrators of the district chose to declare Tuesday a "snow day," effectively suspending school operations until Wednesday. This gave Palmer additional time to recuperate from her oral surgery. While recuperating, she mapped out a two-day simulation activity with two purposes in mind: first, to clarify the cause and effect relationships precipitating the Revolutionary War, and second, to make the nature of the conflict come alive for her students.

She interrupts quiet reading time about five minutes early today. She asks students to form five groups of five students each. Students may select their own groups but they must accomplish the selection process using the "nonverbal process," (i.e., they can gesture and move about the room selecting partners but no talking will be permitted). Because Palmer has 28 students in her class, she selects two boys and one girl to form a separate group of three students. Students move quickly around the room. Palmer has given them 10 seconds. She counts. At the 10-second mark, she tells them to be seated. Palmer explains that they comprise families. They now must identify a mother, father, and children. Within several minutes, this has been accomplished. Abigail wants to know what is going on. Palmer tells her that the class is about to play a social studies game. Palmer will call it "Family Jeopardy." After assuring Abigail, Palmer announces her intentions to the entire class. Families cheer in anticipation.

Palmer stands at a chart, with construction paper pockets, attached to the board at the front of the room. There are 12 pockets; three across the top and four down. The vertical columns are identified by color: orange, purple, blue. The horizontal columns bear the numbers 50, 100, 150, and 200 from top to bottom. These numbers indicate the points (today it will be "money") students can earn by answering the questions in the pockets correctly. Palmer announces the rules. She will ask a "family" to chose a question from a certain pocket. If they answer correctly, they receive the "money". If they miss the item, Palmer will go on to the next table and give them the opportunity to answer correctly. They will play Jeopardy for the entire social studies lesson. At the conclusion, they will count up the scores and "see who has the most money."

The game was played fast and furiously. Answers were supplied from Palmer. Students constructed the question to fit those answers. Here is a brief excerpt demonstrating the style and content of the Jeopardy game experience.

P: We're playing, ready? Adam [who has been selected as father of his family], your family first.

Adam: Orange for 150.

P [pulling a slip of paper from the pocket]: A document that separated the colonists from England.

Adam: What is the *Declaration of Independence*?

P: Yes. Record $150 for your family. Next family, Addie?

Addie [father of her family which is all females]: Blue for 200.

P: Colonists who wanted to break away from England.

Addie: Who are the patriots?

P: Next family.

Abigail: Orange for 200.

P: A written agreement between two countries.

Abigail [after conferring with her family]: What is a treaty?

P: Yes! Good! Next.

Kyle: Purple for 200.

P: The introduction to the *Declaration of Independence*.

Kyle [after conferring]: What is the beginning?

P: No, next family?

Heidi [after conferring]: We don't know.

P: Next family?

Cameron [guessing]: What is the title?

P: No! Next.

Adam [guessing]: What is the preface?

P: No, but that's a really good try! It's called the Preamble.

A number of students groan as if they knew the answer all along. The game continues with questions very similar to those described in the excerpt. The item concerning the Preamble turned out to be the only one with which students had difficulty. The other items were identified correctly by the family that initially responded. At the end of the social studies period, families add up their scores. Mothers stand and read them to the class.

Just before dismissing her students to science class, Palmer announces that she wants the families to meet three of the King's helpers. She points to the family of three and asks them to rise. Once they stand, Palmer tells the class that these three students will be her customs officers. She then awards them 750 additional dollars. Several students protest, "You're the King? No wonder we didn't like King George!" Palmer dismisses them to science while declaring that they have no new homework assignment in social studies.

Day #8 (Thursday 16 January 1992)

Today, Palmer makes final preparations on a simulation exercise she has planned for her fifth graders. As students read silently from children's novels and comic books, Palmer cuts up play money. She then studied a list of taxes she would charge her students who were about to become colonists under her control.

She began the lesson by breaking students into their families from the previous day. While they quickly set upon this task, Palmer gave each group play money. She instructed them to take only as much money as they had earned the day prior in the game of American Revolution Jeopardy. Students divided the money and returned the extra to Palmer. Palmer then announced in unmistakable terms that each student group represented a colonial family and she was King George. Students responded with groans, anticipating what they imagined to be poor treatment. Wednesday, Palmer had elected three students to be her tax collectors, or customs officers as she called them. Only the two boys are present today. As she restates their role, these two boys smile as the families groan.

As she continued to introduce the exercise, one family talked among themselves. Palmer stopped mid-sentence and fined the family two dollars for "talking while the King was talking." This brought immediate silence. She then began to read from the list of taxes she had prepared. As she proclaimed each tax--on tea the families drank, on the paper products they used, and so forth--the tax collectors would go to each family and collect the tax.

As the lesson proceeded, the groans gave way to plots in many of the families to avoid paying taxes. The plots varied from outright refusals to give the tax collectors money to claims that "We already paid that tax. Get out of here!" When the King spotted these moves, she fined the family double and told them to "fork over the money." After each family's cash had been significantly depleted, Palmer stopped the exercise and debriefed the class. She explained how what they experienced, the anger and frustration, was designed to simulate the growing displeasure colonists felt with the tax policies of King George. She told them that she hoped this exercise helped them understand the cause and effect relationship between colonial attitudes and British policy that eventually culminated in the Revolutionary War. Students listened attentively. Some nodded in agreement with her, while others complained about how unfair she had been and wondered out loud if the King was actually so ruthless. She indicated that she exaggerated the ruthlessness to get them to empathize, in this lesson at least, with the historical plight and frequent outrage expressed by some colonists.

She concluded the lesson by asking students what the colonists did to register their disapproval. One student called out, "The Boston Tea Party!" Another said, "Boycotting!" A third announced that some colonists moved west to get away from King George's tax collectors. Palmer smiled and said, "Yes!" approvingly to each answer. Palmer then noted that for Monday, the following students were to assume the role of an angry colonist and write a letter to a friend or relative in Great Britain detailing their taxing experience--"pun intended," she said. Some students smiled and others moaned while they prepared for the science lesson to follow.

Day #9 (Friday 17 January 1992)

Beginning today, Palmer and her fellow fifth-grade teacher have agreed to handle quiet reading time differently. Palmer's colleague has selected a book she wishes to read to students from both classes. She invites them to gather on the floor at her feet in the center of the classroom equidistant from each desk cluster. She proceeds to read to both classes until approximately 12:40, ten minutes past the usual time. This procedure will continue for two weeks until Palmer's colleague has finished the oral narrative.

Each day, students sat quietly and listened intently to the story. Often, when Palmer would announce that it was time to begin social studies, students would grumble. Some even pleaded, "No, let Mrs. Gilliom read more." Palmer would smile broadly, but insist that time for social studies was short and request that they get started. Students slowly picked themselves off the floor and returned to their respective seats.

Students will watch a filmstrip and study another set of vocabulary words on a worksheet today. The filmstrip is entitled "Years of War: Lexington to Valley Forge" (from the National Geographic Society Series, *America: Colonization to Constitution*, 1972). Its title indicates its content. The filmstrip reviews the major battle encounters between the Washington's colonial army and the British regulars. It leans rather obviously toward praising Washington's ability to secure an eventual victory against fairly formidable odds. The vocabulary worksheet derives from the Singer AV Series (*Becoming a Nation*, 1976/1978). Titled "Testing Your Terminology" (see Appendix J), it requires students to match 10 terms on the left to a set of definitions at the right (e.g., terms such as revolution, declaration, representative, etc.). Palmer has mentioned that she will continue to assign these vocabulary words until "they become a part of students' lives."

Before beginning the filmstrip or the worksheet, students want to sing "Happy Birthday" to Palmer. She had celebrated her 49th birthday on Sunday. She tries to pass on the singing request, but students insist. Finally, feigning a smile, she lets her students sing. After they have finished, several press her for her age, teasing her about being much older than she actually is. She keeps smiling, then asks that they get back to the lesson. At this point, she introduces the filmstrip using an analogy.

P: Family number one? Who's the oldest son? [a hand goes up] Who's the father? [another hand goes up] Here's the scenario. The father has taken the family gun and gone off with the colonial militia. Frederic, what was the militia?

Frederic: The Hessians.

P: No.

Frederic: Oh, the minutemen.

P: Yes. From this group we have today a group called the National Guard. Back in those days, when they would march, the guns would sometimes go off accidentally. Then they would use that as an excuse to break ranks and go to the tavern for ale. British soldiers would laugh at the militia for being so undisciplined. Now the father's with the militia.

How do groups communicate from one colony to another? Through the Committees of Correspondence. The minutemen were formed out of the militia. They got their name from having to be ready in one minute. The word went out to these minutemen that the British were on the move; they were marching from Boston. The minutemen at Lexington had to be ready. We're going to see this in the filmstrip today. But as review, I want you to fill in the sheet in front of you. Do this quickly. I'll give you three and a half minutes.

Students begin filling in the blanks.

P: [four minutes later]: OK, time's up. Now as families, you depend on one another. Work together to help those who've not finished yet.

Another minute or two passes. Palmer then engages the class in a brief review of the terms and their specified definitions. She follows this with the filmstrip.

The filmstrip lasts approximately 15 minutes. Upon its completion, Palmer begins to review selected frames. She backs the celluloid up to a particular frame and briefly augments what has already been said by the narrator with her own interpretations. She asks students to take notes. Here is an excerpt.

P: OK, you know about Paul Revere's ride. The British get to Lexington. There's a confrontation. No one knows who fired the first shot. That's one of history's mysteries. But that was the "shot heard 'round the world." Does that mean they could hear it in Germany?

Several students [in unison]: No!!

P: What then? Frederic?

Frederic: It was the shot that started the war.

P: Yes, but...

Frederic: It would be remembered for a long time.

P: Yes! It was the shot that started a revolution for people's rights. Other countries would start revolutions like this later. OK, let's move on.

Palmer reviews how Jefferson incorporated the views of French philosophers into the *Declaration of Independence.* She also notes the contribution of Thomas Paine and the difficulties of winter at Valley Forge. She ends with a brief discussion of the reason for Benedict Arnold's "treason." At this point, Addie says, "I'd really like to see a movie from the British side." Palmer responds with, "You do? I don't think they would want to make a movie like that. This was not one of their better experiences."

"I'm reminding you that for Monday, you are to write a letter to a relative in England. Remember, you are colonists. You decide who the relative is and what you want to say. That's your assignment," Palmer concludes. "OK, get ready for science."

Day #10 and Day #11 (Monday and Tuesday 20-21 January 1992)

On Monday and Tuesday this week students take turns reading their letters to relatives in England. In general the letters favor the colonial perspective and speak of unfair taxes (by name) and rude treatment (by act) from King George particularly. Occasionally humorous, the letters bring snickers and sometimes outright laughter from students. At a few points following a reading, Palmer would query the writer about historical facts that she believed had been misrepresented or used without sufficient justification. She would ask for clarification and press the student for a reassessment. Typically she would request that they go back to their textbooks and check on "their information."

On Monday, Palmer asked students to push their desks to the perimeter of the room and take seats in a circle on the floor. She then requested that Abigail begin. She read her letter and was allowed to pick the next student. This served as the practice for both days. After students finished reading what they had written, they submitted their paper to Palmer.

Day #12 (Wednesday 22 January)

Wednesday begins a four-day excursion into the realm of historical fiction and report presentations by students. Today, Palmer assigns particular books and sections from supplemental trade books to groups of students.

> P: I need three girls. [three hands go up] OK. Addie, Lydia, and Latricia--you three girls go over to the corner. I want you to read about three spies in this book, *Phoebe the Spy* [Griffin, 1977]. [hands Addie the book, then readdresses the class] These three girls will read about three women spies in the Revolutionary War.
>
> Sam: Which side are they on?
>
> P: You'll have to figure that out when they give their reports. These three will have to report what the spies have done, where, and why. Now I need three artists. [chooses four boys from six who have their hands up] On a large sheet of paper, illustrate the stories that are told in these two books. [hands one of the boys *If You Grew Up With George Washington* (Gross, 1982) and *If You Lived in Colonial Times* (McGovern, 1964)]

Palmer continues to group students and circulate various books and articles. After several minutes, everyone has an assignment. Two students work alone. Palmer has given each group and the two individuals a location in the room where they begin reading and taking notes, their only specific instructions so far.

Palmer allows them to work for 15 minutes then interrupts by asking them to take their normal seats. After they have done so, Palmer explains, "If you have a photocopied article, put your names on it so you'll get the same paper back tomorrow. Those of you with books, put a bookmark with your names on it where you stopped reading. OK, now I want 26 pairs of eyes (two students are absent) up here." The overhead projector projects a bright white light on the screen.

> P: You only have a short time. What I want you to do involves for you three girls [pointing to the first three girls given the assignment] giving a report together. The other groups will do the same thing. I want you to make a report presentation together as a group, but I also want you to turn in individual reports. Those of you working alone will give solo reports. Let's discuss ways in which we can do our presentations. What could you do?

Several students: Act? [Palmer nods]

Drew: Make a newspaper.

Sam [one of the "artists"]: Do we have to give a report?

P: No. You'll have to present yours as a mural or a picture. Other ways to present?

Cameron: A letter style.

Marvyn: A radio show.

Brent: A TV show.

Lucy: A skit.

Barry: A game show.

P [chuckling]: Yes, "Oprah Winfrey goes to Lexington."

Drew: Can we make board games?

P: That takes an awfully long time. It probably would take too long to do this again.

Drew: Well, maybe not an actual game, but maybe one that's played in the report?

P: OK.

Ainsley [laughing]: How about a soap opera?

P [chuckling again]: "As the War Turns?" or "The Young and the Revolution?" [turning serious] Now I don't want a major production out of this. That will take too much time. I just want you to be ready to begin by Friday. You've already got a good start today. I'm going to let you borrow the books overnight, but you'll have to return them. The other class has to use them too. Any questions?

The mural-makers want more clarification about what they will do for their presentation. Palmer explains that they can construct a picture, or mural, or chart depicting events in their two books. They can then present the mural or picture to the class and explain the events they have included. Noticing Gilliom signaling from the opposite corner, Palmer dismisses her students to science class.

Day #13 (Thursday 23 January 1992)

Palmer has given students the social studies period to work on their report presentations. Students work in groups in various spots throughout Palmer's side of the room. She moves from group to group, checking progress and giving advice on possible presentations. Drew, who has been assigned to work alone, goes to the library to prepare the details of a "newspaper" (Appendix K) he will later create on the computer. Today, Marvyn begins work on his presentation at the computer. At 1:15, Palmer reassembles her class. She collects the books and photocopies. Students are then dismissed to science class.

Of note, students, in commemoration of Dr. Martin Luther King, Jr.'s birthday, have constructed tagboard posters earlier that day. They hang from the bulletin boards around the room. Students were instructed to write his full name along the left margin in bright colors. With each letter of his name, they were to write a word horizontally that represented some important aspect about his character or his life. Prior to this artistic exercise, students had discussed Dr. King's accomplishments toward bringing greater equality and freedom for African-Americans. Student posters typically bore the mark of this discussion with words such as "equality," "rights," "kind," and "great man" at right angles to the letters of his name.

Day #14 and Day #15 (Monday and Tuesday 27-28 January 1992)

Palmer used the social studies period on the previous Friday for a consideration of the weekly magazine *Scholastic News*. Students read and discussed the current events topics covered in two issues. Topics included meteorites and their possible relationship to the extinction of dinosaurs, and witchcraft, the Salem witchcraft trials particularly. Palmer concluded the discussion by recommending that students consult the library if they wished more information on either topic.

Students begin presenting their reports today. Marvyn asks if he can go first, but Palmer defers to three females who have read the book *And Then What Happened Paul Revere?* (Fritz, 1973). The three girls will present a "newscast" featuring Jessica Savitch, Leslie Stahl, and Connie Chung. Rhiannon begins, "I'm Jessica Savitch. Today we're going to talk about

Paul Revere." "OK class," Palmer inserts, "You are responsible for taking notes on their presentation." Lin, an Asian-American girl who plays Connie Chung (possibly suggesting a bit of typecasting), reads from a prepared script. She supplies background details about Paul Revere. She concludes with, "Back to you, Jessica." Jessica continues providing background information about Paul Revere, his family, and his work. Concluding, she says; "Over to you Leslie Stahl." Mindy, as Leslie, presents information on Revere's false teeth, leadership in the Sons of Liberty, his famous Boston ride, and so on. "Back to you Connie," she says as she finishes. This process continues until they have finished their script at which point they sit down.

Palmer has been logging questions from the details of their report. She tells students to get a piece of paper; she wants them to copy down the questions. The questions include: (#1) When was the *Declaration of Independence* signed and how old was Paul Revere at the time? (#2) How many children did Paul Revere have altogether, and how many survived? (#3) What were his two professions or jobs? and (#4) How many helpers did Paul Revere have the night of his midnight ride? As soon as Palmer has stated the last question, she runs through the questions again, asking different students for answers. They respond from what they have heard in the report. This questioning procedure, Palmer later explained, was designed to stimulate attention to each report and assist students in retaining details from the report content. She repeated the process after each of a number of different style presentations that were made on this day and the next.

The reports came in several different formats: a large drawing (from the "artist group"), a newspaper, a story, a letter, dialogues among group members acting out a skit, and so forth. Both Day #14 and #15 were spent going through the presentations followed by Palmer's question-and-answer procedure.

Day #16 (Wednesday 29 January 1992)

Palmer, feeling ill, has gone home at lunch break. She has left instructions for the substitute to show two filmstrips in her absence. The first filmstrip, entitled "Victory and

Constitution" comes from the National Geographic Society Series (1972) *America: Colonization to Constitution*. The second is the episode "Forming a Nation" from the AV Series (*Becoming a Nation*, 1976/1978). Although several report presentations must still be made, Palmer wishes to be present so she can assess them and engage the students in the question-and-answer review process.

After Mrs. Gilliom has read her story to both classes for 30 minutes, she instructs students to move to their respective areas. Students complain that they want to hear more of the story. She tells them they will continue tomorrow. Students get up off the floor slowly and trudge to their seats.

> Substitute: OK boys and girls, we're not going to hear your reports today because Mrs. Palmer wants to hear them herself. Instead, we are going to see two filmstrips.

The substitute relays titles of both strips to the students, closes the window blinds, and selects two students, one to turn the celluloid and one to operate the taperecorder.

The first filmstrip, as the title indicates, chronicles the victory obtained by the colonists, the Treaty of Paris, and the efforts by the newly formed nation to survive under the *Articles of Confederation*. It also presents the "need" for a new form of government and establishes the background for the *Constitution*. The second filmstrip, "Forming a Nation," follows much the same format from the perspective of Walter Russell, a congressman from Virginia who tells the story. The second filmstrip adds a section on the problems faced by George Washington as the first president. The filmstrips are shown back to back without discussion in the interstasis.

Most students remain attentive throughout the duration. However, during the second showing, several boys in the back of the room make enough noise among themselves that the substitute shuts off the machine. She warns them that if they do not settle down, they will stay inside during recess. She starts the filmstrip once again. The boys continue to talk and joke with each other but more quietly than before the warning. After the filmstrip finishes, the substitute tells students to clean up around their desks and get ready for science. She then calls

Cameron and Marvyn aside and explains that they will remain inside during the break. They protest, pleading that they have done nothing to warrant the punishment. The substitute insists, then dismisses them to science class.

Day #17 (Thursday 30 January 1992)

As soon as her class has reassembled following the story Mrs. Gilliom has been reading (replete with the customary complaints and pleas when she stops), Palmer asks them to retrieve their textbooks, a pencil, and their social studies folders. Palmer had wished to finish the remaining report presentations today. However several groups have not completed their work, so she has decided to wait. While students rummage about in their desks, Palmer passes out two worksheets taken from the Singer AV Series (*Becoming a Nation*, 1976/1978): (a) "Evaluating Evidence" and (b) "Checking Chronology" (Appendix J).

P: As soon as you find your materials, I wanted you to get started on these two sheets.

Cameron: Can we use our books?

P: Yes you may.

Cameron: How about our timelines?

P: Yes! That's an excellent idea.

The room falls silent except for the marking of pencils and paper shuffling sounds. After 10 minutes, Palmer interrupts, "OK, put your pencils down. Look at worksheet #11 ["Evaluating Evidence"]. Read the directions Barry."

Barry [reading]: 'Listed below are 12 factors that helped either the Americans or the English during the Revolutionary War. In each blank space, write an A if the factor was an advantage to the Americans, or write an E if the factor was an advantage to the English. Then in the space underneath, write a paragraph explaining why you think America was able to win independence from England; support your statements with evidence.'

P: Let's go back and do the first part together. You can do the paragraph for homework tonight. Abigail, read #1.

Abigail [reading]: "We fought the war on our own familiar territory."

P: Advantage to the colonists or the British, Abigail?

Abigail: The colonists.

P: OK. How about number two?

Students [calling out]: The English.

P: Good. Merry, who's "we" in number two?

Merry: The English.

P: Junior, read number three. This is an interesting one. [Junior reads and answers with an E whereupon Davey raises his hand.] Davey, is that right?

Davey: Yeah, I think it was an advantage for the English...

P: Cameron, what do you think?

Cameron: It was an advantage for the Americans, but...well...I think both. The English had a stronger navy but the soldiers were out to sea and they had to come on land to fight.

Drew: I'm not sure. I guess it's not really an advantage for either side.

P: But if you had to choose...

Drew: Definitely the Americans.

The discussion of this item continues for another minute or so without resolution. Palmer leaves the students to their own opinions. Several students remain convinced that the advantage falls with the English because of their superior navy. However, when Palmer asks for a hand count of students who put "E" in the blank, only Junior raises his hand. Palmer moves on to question number four.

This question sparked an intense debate. The item reads, "We were fighting for a cause we believed in." Ainsley is asked to respond. He indicates that the advantage belongs to the Americans. Adam immediately raises his hand.

Adam: It wasn't an advantage for either side. There were the same amount of muscle and guns working for each side. [hands flail the air from all sides of the room; Palmer calls on Addie]

Addie: It was an advantage for both sides. Both sides were fighting for a cause.

Adam: Well, yea...I guess both sides had a cause...

P: You're shifting Adam? Is Addie persuading you? [Adam shakes his head.] OK, Erin?

Erin: But the Americans had the fighting spirit...they had the cause of freedom.

Sam: Yea, it's like those Japanese camps during World War II...they [Japanese Americans] were determined to show that they were U.S. supporters.

P: Excellent example! Do the rest of you understand?

Students: No!

P: The Japanese Americans became determined to show their allegiance to the U.S. Because of this determination, they could fight against the Japanese in World War II.

Drew: Yea, it's like the last game of a losing season...the team really doesn't try very hard because they've lost their spirit.

P: Another good example. You have to have the will to win. Having the will means having a cause. That's what the Americans had. Are you convinced Adam?

Adam: No. I don't agree with your example. The British had a cause too.

P: What about the Hessians? They were in the war for the money. Is that as strong a cause as fighting for independence? [Students shake their heads.] Adam, I'm really glad you disagreed so we could work on making a point. But it's OK that you have your point of view!

Adam: I still think that the answer is both A and E.

Drew: But the British weren't fighting for something as important as the Americans.

P: Which cause would tip the scale as heavier, the British or the American. Merry?

Merry: It could be both.

P: Yes, the answer, like Adam said, could be both, but.... [pauses] Wouldn't it be interesting some day to write a paper, a term paper, envisioning your life from 1992 if we were still British citizens? Let's go on. Next one, number five.

In rather rapid succession, Palmer leads them through questions five through 10. At that point, she declares that they have run out of time. She announces that the homework assignment involves reading pages 152 to 161 in their textbook. Students must also complete the two worksheets for Monday. "Where will you keep these sheets until then?" she inquires. Students respond, "In our folders!" Students stand up and begin the shift to the opposite side of the room.

Day #18 (Friday 31 January 1992)

The fifth-grade students must conduct a safety patrol meeting today at approximately 1:30. Therefore Palmer needs to squeeze in social studies for both classes within 75 minutes. She has decided to play what the class calls the "Red Light-Green Light" game as an exercise in review. It is a simple game. Palmer reads a statement, usually factual in nature, that is either "true" or "false." Students hold up a strip of green construction paper if they believe that answer is true and a red strip if the answer is false. They are awarded points for their correct responses. Extra points are given to students who can explain why a statement is false. Students must keep track of their own points on a piece of scrap paper. When Palmer mentions that the class will play the game today, students cheer uproariously.

The game will cover items from their textbook reading assignment (the section is entitled "How did the Americans win the Revolution"). Before commencing the exercise, Palmer gives the students several minutes to review the pages they were to read as their overnight assignment. Students decide to work in groups of four or five to provide answers, so they skim the textbook pages and quietly discuss the reading together. After several minutes, Palmer says, "OK, ready? Here we go. Question one: George Washington led his colonial troops to eventual victory over the British." Green strips go up at each group (arranged by clusters of desks).

> P: Yes, this is true. Question number two: George Washington was a wise but often mean man. [red strips go up] Yes, false. What's wrong with this statement?
>
> Frederic [at group one]: He was a kind man, not mean.
>
> P: Yes. Take an extra point. Question three: George Washington was a member of the House of Burgesses for 15 years. [Green strips go up.] That's correct.

Palmer plies several additional items about Washington's life taken, with the exception of those with "false" words or factors added, virtually verbatim from the textbook (p. 152). She then shifts to statements about the conduct of the war, the navies of opposing forces, and the training and supplies of the troops.

Here is another excerpt.

> P: The Colonial Army retreated to Delaware. [approximately 75% of the class shows green strips] That's false! [Junior waves his hand, indicating he has the correction.] Junior?
>
> Junior: They retreated to Pennsylvania, not Delaware.
>
> P: Yes, give yourself an extra point. The Colonial Army had only 5,000 soldiers left. [Approximately 90% of the class waves green strips.] True. If General Howe pushed harder against the Colonial Army, he might have defeated Washington. [Again almost all the strips showing are green.] True. But instead of attacking, General Howe sent his troops home. [This time almost all strips show red.] That's right, false. Howe sent his troops to winter housing in New York and New Jersey. Next. The Hessians agreed to fight for money. [Green strips go up.] True.

The process continued for another five minutes at which time Palmer sent Adam over to Mrs. Gilliom's side of the room to check on whether she was ready to shift classes. Adam reported that she would be ready in two minutes. Taking advantage of the extra time, Palmer fires off two additional questions, then asks the groups to tally their scores. Two groups are tied with 38 points. Other groups protest that they cheated; Palmer had not asked that many questions. Palmer interrupts, "OK! I have good news and bad news. Several students exclaim, "Give us the bad news first." Smiling, Palmers complies, "Today is Friday and you won't have school until Monday." "Ooooh! So let's hear the good news," students retort. "You don't have any homework," Palmer replies. Kyle asks her about the worksheets she had assigned yesterday. At this, Barry yells from several desks away, "Don't remind her! She doesn't need any encouragement Kyle!" With the noise of the shifting classes, Palmer apparently misses the exchange for she says nothing about the worksheets.

Day #19 (Monday 3 February 1992)

The students who have lagged behind the others in completing their report presentations, will give their renditions today. Palmer will also give an airing to several students who have yet to read their "letter to a relative in England."

Lorrie, Hadley, and Jessie move to the front of the room. They announce that they will be "doing a narrative." They alternate reading from *America's Story: Forming a New Nation, Book 2* (King, 1984). The story deals with two brothers, Phillip and Jordan, who have elected to fight on opposite sides in the Revolutionary War. The girls mimic the arguments the brothers have concerning loyalty to the crown and colonial patriotism. Students listen quietly; some take notes on the presentation. At the story's conclusion, Palmer asks Hadley, who has acted as the story's narrator, where the loyalists went when they felt they could no longer remain in the colonies. Hadley notes that many traveled to Canada. In the interest of time, Palmer will later note, she limited the number of questions she asked following each report.

Palmer thanks them for their presentation. Students applaud. Next, Davey takes a position at the front of the room. He will read his "letter to a relative in England." He reads rather phlegmatically. Palmer asks him to put more spunk into his oratory. He discusses the unfairness of the taxes the colonists must pay, describes the work of the Daughters of Liberty, the activities at the Boston Tea Party, and condemns the Intolerable Acts. As he returns to his seat, students again applaud. He is followed by Frederic and Barry who have teamed up on a report about Patrick Henry. Barry has written the report that Frederic now delivers with panache. Palmer compliments him as he sits down. Marvyn gets up and reads his letter. He likewise is complimented as he finishes.

Palmer glances at the clock, then over to the other side of the room. Ascertaining that the time for social studies has elapsed, she announces the assignment for Tuesday. "I want you to make believe that you are George Washington, Thomas Jefferson, or whomever. Now you realize that you've won the war and you have to have a new government for your country. I want you to name 10 things that your government will be sure to do for its people. Let's try naming some of them right now," Palmer states. Six or seven hands go up.

Kyle: Equal rights.

Barry: Lower taxes.

Cameron: Provide jobs.

Davey: Fair and equal laws.

P: I don't want to give you too many. You can't use the ones we just named. Unless there are questions, I'm assuming you understand the assignment. [No questions are raised.] OK, you're dismissed to science.

Day #20 (Tuesday 4 February 1992)

While Mrs. Gilliom reads a story to the two classes gathered in front of her on the floor, Palmer sits at her desk reading the *Bill of Rights* and the amendments to the them in the textbook. Occasionally she writes things on 4 x 8 cards. At 12:45, she gets up and cleans the screen on the overhead projector. She walks to within sight of her colleague, smiles, and announces that the reading time is over. Students, in their customary fashion, groan and then plead for Gilliom to continue. However, Gilliom sends them back to their respective desks.

Once seated, Palmer asks for their attention: "All right, eyeballs up here please. I gave you an assignment yesterday. Give me one of the things our government should provide for its citizens. Ainsley?" Palmer will write down student responses on the projector which in turn will appear on the big screen.

Ainsley: Low taxes.

Marvyn: A special place for kids to play.

Adam: Build schools.

Abigail: A good army.

Drew: Help the poor.

Davey: Security.

P: What do you mean Davey, the police?

Davey: Yea.

Barry: Enough jobs for everybody.

Junior: Lower prices on goods.

Lara: Better jobs.

Merry: Treat all people equally.

Cameron: Fair play.

Drew: That the people run the government.

Ainsley: Both ladies and men can vote.

Jarron: More prisons and jails.

Cameron: Clean water.

Addie: The right to choose their own government.

Kyle: No searches without a warrant.

Marvyn: A cleaner environment...and no cruel punishments.

P [jokingly]: Well, that sort of puts me out of a job doesn't it. [students snicker and laugh]

Abigail: Freedom of religion.

This process continues as students elaborate the list. Here is a sample of other items the students included: housing for everyone, more transportation, free travel, everyone can have land, peace, no slavery, freedom of speech, more people than the president passing the laws, give everyone horses, and freedom of assembly. To this last item, Palmer asked the class about what they would do if she behaved as a real tyrant; wouldn't they band together to get rid of her? Students agreed. Marvyn then called out, "Freedom to disagree with the teacher!" Palmer smiled and added, "Yes, freedom of opinion."

Palmer stops the listing procedure and reviews what appears on the screen. After reconsidering the list, she breaks students into groups of three. Students must reduce the list on the screen to five essential rights that they cannot do without. She tells students to identify a group leader, a reporter, and a recorder. Students talk with each other and select roles. Palmer explains the assignment again, asks them to begin, and requests that they be sure to whisper. After several minutes, Palmer tells the reporter for each group to stand. Each reporter takes a turn explaining the five essential rights. Palmer writes their responses on the overhead projector. Housing (as a right) receives one vote, freedom of speech four votes, education one, clean environment one, freedom of religion two, and equal rights one. No slavery, voting, and innocent until proven guilty each get one vote while the army provision finishes with two.

With the list on the screen as a reference, Palmer asks students to open their textbooks to pages 172 and 173.

> P: Here's the *Constitution*. After we won the war, we had to have a government. The Preamble lays out the goals of that government. Barry, read the preamble to the class. [Barry reads] How many reasons were there for writing the *Constitution*?
>
> Students: Six.

Palmer explains the three branches of government under the *Constitution*. She identifies the actors of the branches as the judges, the president, and congressional representatives.

Palmer then notes that, in Article 5, changes and additions to the *Constitution* are allowed. She asks why rhetorically and responds to her own question with, "...just in case we forgot something."

> P: Look at page 176. They made changes right off. How many did they make in 1791? [students call out, "Ten"] Yes! This is called the *Bill of Rights*. Let's read this. [Palmer reads the First Amendment.] A lot of people say this one is most dear to their hearts...what would we do without free speech and a free press!! [Palmer reads the Second and Third Amendments quickly.] What we came up with today were basic rights. How many of yours are the same as these? Kyle?
>
> Kyle: I'm not really sure.

P [looks at the clock]: What I want you to do for tomorrow, or actually Thursday--we won't be having social studies tomorrow--is to write the first 10 amendments down in your own words so you will be able to teach them to someone else. You'll have to teach them to someone else with examples. Are there any questions? [no hands] So what's your assignment Davey? [He says the assignment back almost verbatim.] Once we look at the first 10, then we'll go back and look at the changes since then.

Palmer calls attention to the women's suffrage amendment to illustrate a more recent change. Immediately Addie declares that women just received the vote in this century. She appears surprised. Several other girls complain that this seems altogether unfair. Cameron wants to know if Palmer was born when the amendment passed in 1920. Smiling broadly, Palmer indicates that she was not, but that her mother was three-years old at the time. Palmer adds, "But when she got the vote, she ALWAYS went to the polls. She never missed once!" As the students prepare for science, Palmer speculates that her grandmother was denied the right to vote. She asks her now departing class to think about their own grandmothers, about whether they could vote or not.

Day #21 (Thursday 6 February 1992)

On Wednesday, the schedule for the day required some modification. Social studies was eliminated. However, Thursday afternoon brings its return. Several students have alerted Palmer that they have completed their historical fiction projects and letters to England and wish to present them. Palmer, eager to complete these long overdue assignments, reserves the social studies period in the hope that she can finish them today. However, because the process is time consuming, Friday will also be used for their completion.

Before beginning report and letter presentations, students take an opportunity to name their social studies folders for this unit. Students discuss the names they would like to use. Marvyn wants to call his "Miller High Life" after the drunken Bostonian who harassed the Redcoats at the Boston Massacre. Other title candidates include "Nathan Hale," "How Freedom

Was Won," "The Fight for Freedom," "George Washington," "Molly Pitcher," "Social Studies Presents... Applause Please!," and the "First Continental Congress."

After the folders have been named and secured in desks, Abigail and Carly assume a position at the front of the room. They present a report on Sam Adams and John Hancock. They are followed by Drew who reads a newspaper he has composed on the computer. The articles in the newspaper chronicle the life of Benedict Arnold and his controversial demise. He has included advertisements on several pages. Palmer asks him to read each of these. Several are rather comical, prompting laughter from the students. After he has finished reading, Palmer engages him in a brief discussion.

> P: When we say "You're being a Benedict Arnold" that means we're talking about betraying someone. That's where that idiom comes from.
>
> Drew: I think he was a power monger.
>
> P: Drew is saying that he doesn't think Arnold was committed to either side. Do you agree?
>
> Several students: Yeah, he seemed to be playing on both sides.
>
> P: Great job, Drew. It would be interesting if you added a "Society" section to your paper. OK, you can sit down. Who's next?

Jarron and Lucy move to the front of the room and read a report on Ben Franklin. They describe his various accomplishments and a number of his "life rules" they read about in their book. Students listen attentively. Palmer remarks after they have finished that Franklin was quite a colorful character and interesting in many ways. She compliments them, collects their report, looks at the time (1:25), and says, "OK, it's time for science. We'll finish the rest of these tomorrow." Students put away their social studies materials and retrieve their science books.

Day #22 (Friday 7 February 1992)

Before returning to the discussion of the *Bill of Rights*, the class listens to two final reports. The first derives from the book *Phoebe, The Spy* (Griffin, 1977). The report takes several minutes. Lydia and Addie exchange dialogue they have developed from excerpts from the book. Applause greets them as they finish. They return to their seats and are replaced by Merry and Davey.

Merry reads the introduction of "A Time For Courage," a story taken from King's (1984) *America's Story: Forming a New Nation, Book 2.* The story contains a series of letter exchanges between Abigail and John Adams. John is away at the Continental Congress meeting in Philadelphia. Abigail remains at home in Massachusetts. Merry reads Abigail's letters while Davey reads John's. Students attend carefully, somewhat fascinated by the exchange. After Davey finishes the closing letter by John Adams, Palmer has several questions.

P [to Davey]: How old are you?

Davey: Ten

P [to the class]: If your parents left you for 17 years [the length of time John Adams was away from his family], how old would you be now?

Students: Twenty seven or 28.

Palmer reviews Abigail's life while John was away. This includes raising the children, managing John's law office, cooking, cleaning, and sewing, being both father and mother. Palmer asks, "Who had the biggest job? Those who think Abigail did, raise your hands." Approximately 75% of the hands go up. Barry and Junior argue that John had a bigger job because he was away running the colonies, making a future for the American people. Cameron disputes this call insisting that Abigail's family activity was more important. Drew suggests that John was very intelligent, that he was called upon to lead the nation--very important work. Concluding the discussion, Palmer adds, "I think these new textbooks are trying to tell you that, although John was important, so was Abigail. Look, we're running out of time. Let's talk some more about those amendments."

Palmer calls six students to the chalk board. They will write down responses from the class as Palmer goes through the first 10 amendments, asking students to explain them in their own words.

P: The First Amendment in your own words. [calls on several students]

Jarron: Choose your own religion.

Jessie: Freedom of opinion.

Junior: Freedom to say what you want.

Drew: Freedom of the press.

Lydia: Freedom of assembly.

P: OK, good! Number two? [calls on a number of students]

Marvyn: Military.

P: What does that mean?

Marvyn: That we have to have the citizens help...with the army.

Frederic: Weapons.

P: Do you mean the right to have an army? [Frederic nods] OK, number three.

Junior: Citizens don't have to house and feed the army during peacetime.

P: Good! Number four?

Jarron: You must have a warrant to search someone's house.

In this fashion, Palmer and her students worked through the first 10 amendments. After they had completed the first 6, four more students were called to the chalkboard and asked to keep track of the responses for amendments 7 through 10. By the Fourth Amendment, many students had their textbooks open and were quoting directly from the amendments.

When they reached the Eighth Amendment (forbidding cruel and unusual punishment), Palmer asked for a show of hands on student opinions concerning the death penalty. Four students committed themselves as proponents while the same number indicated opposition. The majority remained undecided. The Ninth and Tenth Amendments brought difficulty. Palmer asked the class how many understood these two amendments. Five cautious and tentative hands rose.

P: These two are very complicated. Later in middle school and high school you'll learn about these in much more detail. I think they're probably too difficult for 10- and 11-

year-olds. Here's your assignment. Let's just take the first eight. I want you to choose one of the first eight to give up. Let's say that they passed a law saying that one of these amendments had to go. Which would you choose? I want you to write down your reasons after you choose one! OK, get ready for science.

As students switch books, Barry asks Ainsley which one he will give up. He says he is not sure. Excited, several other students ask each other as well. Few seem ready to pick an amendment. The discussion continues as they cross the room to science class.

Day #23 (Monday 10 February 1992)

The discussion of the *Bill of Rights* continues. To begin the lesson, Palmer asks students to take several minutes to write down the amendment they are willing to forego and the reasons for their choice. While students write, Palmer pulls down the large screen and lights it up with the overhead projector. She stands and waits, watching the class. After five minutes, she says, "If you're willing to give up the First Amendment, then stand up." Cameron rises. He stands alone. Palmer smiles and says, "That's all right Cameron. There are no right or wrong answers with this; it's what you believe." Palmer repeats the process for each of the next seven amendments. For the Second Amendment, two stand. For the Third, four; the Fourth, zero; the Fifth, one; the Sixth, zero; the Seventh, two; and the Eighth, seven. Ten students remain seated throughout the exercise (one student was absent).

A discussion of Cameron's willingness to give up the First Amendment ensues. Palmer asks him to read the Amendment from the book. He does and as soon as he finishes, he shrugs his shoulders, smiles, and claims he has changed his mind; he no longer wants to give this one up.

P: But why were you willing to give it up in the first place? I'm really curious. This amendment protects the rights of free speech, the press, and personal opinion.

Cameron [bashfully]: Well, I just liked the other ones better.

P: If you gave it up, how would this affect you?

Davey [interjecting]: You wouldn't be able to give your opinion!

P: How many of you think that if we gave up this right it would infringe on some very basic American principles? [Almost everyone's hand goes up immediately.] Who knows about things in the news that relate to this amendment right now?

Brent: Governor Engler's cutting jobs.

P [rhetorically]: What if you didn't know about this?

Frederic: The Japanese are saying that American workers are lousy.

P [again rhetorically]: What would it be like if we didn't know about this, couldn't read about it in the newspapers. I'm taking Cameron's position for a minute. What about those papers like the *Star* or the *Enquirer*?

Several students: Yeah, they exaggerate!

P: Yes. Should there be rules for supplying evidence in these papers?

Cameron: No!

Addie: I think there should be guidelines for what they can print.

P: What about 2 Live Crew [a rap group]?

Marvyn: They're OK! If it bothers some people, they don't have to buy it. They put those labels on there that say there's obscene words and stuff on the record. I guess that's OK.

Sam: I think that the swearing and the words that they use are OK. Everyone does it.

The class erupts into a cacophony of voices. Students compete to be heard above the rapidly rising volume. Palmer tells them to stop. She asks them to raise their hands and speak one at a time. They comply. Hands now wave the air like grain in a steady breeze.

Davey: I agree with Sam.

Jarron: You could bleep out the bad stuff.

P: But then some records would be all bleep.

Davey: Well, it's OK because people are doing it. It's not really hurting anybody.

P: But it's not really OK to say so just because everyone is doing it. What if everyone was murdering? Is that OK?

Students: No!! That's not OK.

Abigail: I think it's unfair to people who like their music.

P: Davey, you said it doesn't hurt anybody. I disagree with you. The lyrics in some songs--I'm just arguing with you--make me out to be a bimbo. I'm offended.

Davey: But you don't need to listen to it.

P: But what if people start to believe this stuff. I'm just giving you an example.

Adam: But in PG movies, they all swear. What's the difference?

Frederic: I've never heard a song about women's right to vote.

P: I'm just saying, what do you do if it insults women? What about blacks?

Marvyn [a black student]: Well...well, if you want to listen to it, it's OK.

P: Marvyn, are you hedging? Should we allow it if it insults blacks? Yes or no, Marvyn?

Marvyn: Well, if...yes.

Adam [a white student]: There's a movie out right now called "White Men Can't Jump." And some black people call each other "niggers."

P: Should that be allowed?

Addie: You should be allowed to do it in the privacy of your own home.

P: Should we allow a parade...if someone was a member of the KKK and wanted to have a parade down the streets of our city, is that allowable? [Five hands go up.]

Barry: That's freedom of speech!

P: I want you to talk this over with your parents tonight. We have to go on to number two, the right to bear arms. Lots of you are ready to give this one up, why? Brent?

The class shifts to a discussion of the Second Amendment. This amendment creates as much disagreement as the First. Throughout the give and take of the discussion, many students sat up in their desks on their knees. Again, their hands sliced the air in a frenzied effort to attract Palmer's notice. Aware of their eagerness, Palmer moved around the room calling on students. As soon as one student would finish their statement, she would call on another. At one point she asked students to address each other, not her. Here is an excerpt from this discussion.

Brent: We should be allowed to have guns. We need to be able to defend our town against attack.

Drew: But if no one has guns, we don't have to worry about that.

Frederic: What if Germany wants to start a war and we don't have any guns?

Barry: Yea, what if a burglar broke into your house and you didn't have a gun?

Abigail: I heard somewhere that there's a lot of accidental shootings of children in homes where there are guns.

P: Put your hands down a minute. How many of you know where your parents' guns are?

[Three hands go up.]

Hadley: This law was made in 1791. Things have changed since then. Now our nation is guarded much better. We don't have the same threats.

Sam: I disagree. What about terrorists blowing things up?

Merry: If you have guns in the house and you have a fight with your wife, she gets shot.

[Several boys snicker.]

P: Yes. Some studies show this.

Merry: Yeah, people shoot each other.

P: Yes. The studies say this. By the way, don't make fun of others' opinions. They are entitled to them by the First Amendment!

Lucy: How will guns get into this country if it's illegal to have guns?

Sam: Have you ever heard of the black market?

Davey: I agree with Sam!

P: Davey, what is your dad [a lawyer] lobbying for right now? Gun control?

Davey: Yes.

P: Would it be OK for Davey to disagree with his dad?

Students: Yes!

P: Yes, because the First Amendment is protected here in America.

Frederic and Barry continue to defend their right to bear arms. They challenge Hadley's anti-weapons position. She holds fast, suggesting that if in fact no one had guns, there would be no problem.

Palmer sends a courier to check with Gilliom about how much more time she needs before the classes must switch. The courier reports that she needs about three more minutes. Palmer reminds the students that she wants to cover the additional amendments the following day. She wants them to reexamine their positions and come to class prepared to make statements. With two minutes remaining, Palmer pushes on to a very brief consideration of the Fourth and Fifth Amendments, for the moment skipping over the Third.

P: Should the police be able to search your house without a warrant? Kyle?

Kyle: If you were looking for secret chambers, then maybe.

Frederic: Drug dealers--if they see them going into a house, they should be able to follow them in.

P: What if you suspect drug dealing in a house, but you still don't actually see it? Would you need a warrant?

Addie: But in that amount of time [to obtain the warrant], they'd get away.

P: What about the rule "innocent until proven guilty?" How many of you when you watch TV and see a trial, assume the guy is guilty? [Four hands go up.] What does the *Constitution* say? Are you to prove guilt or innocence?

Jarron: Innocence.

P: No.

Several students: You have to prove guilt.

Jarron wrinkles his brow and shakes his head as though he is confused or disagrees with what has been said. Palmer notices that Gilliom's group has packed their things and is moving across the room. Declaring dismissal, she reminds her class that she will revisit these amendments the following day.

Day #24 (Tuesday 11 February 1992)

Palmer begins social studies by announcing that they will finish the unit on the American Revolution with a test on the forthcoming Friday (the 14th). She will discuss it in more detail later. For now, she wants to return to the discussion of the amendments. She asks Adam to read the Third Amendment from his book. Four students had elected to drop this amendment yesterday. Palmer notes this and asks why. Several students, who oppose dropping this amendment, object to the fact that, if you give this up, soldiers can enter and live in your homes. Drew argues that the soldiers could be controlled. Sam raises the possibility of personal harm affecting civilians if our enemies knew soldiers were quartered in their homes. Palmer acknowledges Sam's point, then pushes on to the Fourth Amendment (search and seizure limitations).

Adam, who has discussed this amendment with his parents at Palmer's request, says, "My mom thinks that the police should have to get a warrant every time to protect people." Pushing Adam to examine possible exceptions and their implications, Palmer asks him, "What if some drug dealers had kidnapped you and were holding you in a known drug house? What then?"

Frederic: When human life is involved, I don't think a search warrant is that important.

Junior: My dad said that you don't always need a warrant. If a bank robber ran into a house, and you saw him rob the bank, then you could go in after him without a warrant.

Drew: You don't need a search warrant when a lot of people's lives are involved. [Hands wave wildly.]

Abigail: I know that if you find evidence in a house and you don't have a warrant, then you can't use it against the person.

Ainsley agrees with Junior that a warrant should not be necessary when human lives are involved. Palmer thanks Ainsley for his comment and asks Merry to read the Fifth Amendment (due process provisions) from the textbook.

A discussion ensues concerning the double jeopardy clause of the Fifth Amendment. Palmer asks several students to explain their understanding of this clause. Students appear confused. They fail to grasp how the amendment puts the pressure on the prosecution for proving guilt and how the double jeopardy clause protects the accused from being tried repeatedly for the same offense until a conviction obtains. After several analogies and direct explanations extolling the protective features of the amendment, Palmer seems convinced that students understand its rudimentary qualities. Students, many again up on their knees in their desks over this issue, protest as Palmer asks Cameron to read the Sixth (additional due process provisions), Seventh (right to jury trial), and Eighth (prohibitions against cruel and unusual punishments) Amendments from the textbook. Eyeballing the clock, Palmer insists that they push on if they are to consider all the amendments.

As Cameron finishes the Eighth Amendment, several students sing out, "Cruel and unusual punishment!"

> P: We could discuss this one [Eighth] for a long time. Some people would object that capital punishment is cruel and unusual.
>
> Several students: So what's your opinion? Tell us!
>
> P: The district says if I tell you then I run the risk of letting my values influence you. I can't....
>
> Students [objecting]: Oh, we won't tell... Tell us anyway.... Just get on with it!
>
> Another student: My mom will understand!
>
> P: OK. [Students fall completely silent, watching Palmer.] But this is JUST my opinion. I have a lot of trouble with this. It's not a black and white issue for me. I really struggle...it seems very cruel to me on the one hand, but if it was my child...I think then I'd want to have capital punishment.

Adam, after a moment's pause, provides his opinion. Essentially he argues the eye-for-an-eye approach. Palmer turns to an analogy.

One of her female friends was murdered in an altercation with an individual being pursued by the police. Her friend's brother now frequently objects about paying taxes to keep this murderer alive in prison.

Sam: Is he in prison for life?

P: Yes. And he had a record for killing others. The reason I'm telling you this is to explain how opinions about capital punishment vary a lot.

Frederic: What if it was your job to pull the lever?

P: It wouldn't be! I could never do that! I'm too afraid of the possibility of executing the wrong person. That's a strong argument against capital punishment.

Adam: What if someone killed your kids? Could you do it then?

P: I don't know! My emotions might have the better of me. That's so hard for me to say.

As she finishes her sentence, Palmer begins passing out several worksheets. Several students near the front receive the papers, groan, and say, "Oooh, worksheets! This is capital punishment!" Palmer smiles. The worksheets derive from the textbook series' Practice Master Lessons (Chapter 7, pages 36-40). Palmer assigns the five lessons included for Thursday as review for the upcoming test. Students continue to complain futilely, while Palmer continues to smile wryly. She waves them on to science class as Gilliom's class arrives.

Day #25 (Wednesday 12 February 1992)

Palmer has scheduled an attorney to come to her classroom on Monday the following week. He will discuss due process, courtroom practices, and the like. She has said that she feels compelled to end the unit before his presentation so her students will have had exposure to the *Bill of Rights* provisions he intends to discuss. She therefore plans to give the Silver Burdett and Ginn test on Chapter 7 (Appendix L) this Friday, thus concluding the study of the American Revolution and the Constitutional period. Today and tomorrow will be spent in review.

The review takes form in the Silver Burdett and Ginn Practice Masters. Today, Palmer supplies students with masters from Chapter 8 (Appendix M), adding to the cluster she has given them for Chapter 7. Students take 15 minutes to complete the first two exercises (pages 41-42) using their textbooks. At 1:15, Palmer interrupts them with her famous "I want 26 pairs of eyes up here" statement. She then launches into a lecture on the three branches of government, the checks and balances they provide, the process of lawmaking, and, at a student's request, the complicated method by which presidential candidates are chosen. Before proceeding to an examination of these Constitutional principles, Palmer explains how the *Articles of Confederation* had served inadequately and were therefore abandoned. Using this as a point of departure, she introduces the three branches of government under the *Constitution*.

P: What they were deciding to do at the Convention was to create a government with three branches. [She writes the branches on the chalkboard.] Let's talk about the legislative branch. This branch makes the laws. It has two parts, the House of Representatives and the Senate [writes these on the chalkboard below the Legislative branch]. People who make the laws are sent from each state. Each state receives two Senators and Representatives are decided by the population of the state. The larger the population, the greater the number of House members. You can vote for Senators and Representatives when you're 18 years old. These two bodies write laws. If each part passes the law, then it's sent to the president. The president must then sign it if he agrees, or veto it if he doesn't.

Davey: What if two-thirds of the people want a law and the president says no?

P: Well a president can do that because he has veto power. The Congress will say, "Well the president doesn't like this law." This is a system of checks and balances. So who really has the power?

Davey: The president! Even if the majority wants a law, the president can still cut it off, right?

P: That's a good point. But I'm not ready to agree or disagree at this point. I want you to ask your parents about this tonight. Frederic?

Frederic: How do they decide the last two candidates [presidential] in an election?

P: The different parties--Democrats and Republicans--decide who they want to run. They have conventions to decide. Delegates at the conventions cast votes for their candidate. [students look puzzled] I can explain that better! Let me come back to Frederic's question. We will have a primary election here in Michigan in August and...

> [looks at the clock, then at Gilliom's class]...I can't get into this now, we've run out of time.

Palmer closes the lesson by reminding students to complete their worksheets for Thursday and to be sure to ask their parents about presidential veto power and the number of Michigan Representatives to Congress.

Desktops go up as students search out their science books. Palmer stares at Gilliom's side of the room. Gilliom puts the finishing touches on her science assignment. Palmer takes advantage of the moment by noting that, for the test Friday, students should study the role of blacks and women in the Revolutionary War period, the phrase "no taxation without representation," and how Washington planned to win the war, foreshadowing several essay questions students will be asked to write. She then tells that she will have more to say about this tomorrow. Class dismissed.

Day #26 (Thursday 13 February 1992)

Students spend Thursday responding to and reviewing the practice master worksheets assigned on Tuesday. They begin with Lesson 1 from Chapter 7 (page 36) and conclude with Lesson 3 (page 38). The review takes the form of a reading and recitation session. This involves a rapid-fire question and response process as Palmer works to accomplish as much review as possible. By this point, students (at least those called upon to respond) have a reasonable grasp of the material. Most of the answers students supply are correct, allowing Palmer to move quickly through the myriad of items. As they touch upon the "Using Thinking Skills" questions in each Lesson, Palmer offers a "One Star," "Two Star," (up to Five Stars) verbal reward for the quality of responses given to these questions. Here is an example.

> Marvyn [responding to the first thinking skill question on page 37]: I think the title "War for Independence" best suits the Revolution because that's what the colonists were fighting for the whole decade.
>
> P: That sounds like about a three-star answer to me.

Ainsley: The "American Revolution" because that's what people call it today.

P: Two stars.

Class ended with Palmer requesting that students obtain a piece of paper on which to takes notes concerning what and how to study for the test. She explained the nature of the multiple-choice items (35) (Appendix N) that would be included. Students were to begin by eliminating as many bad possibilities as they could and choose from those that were left. The test would also include five essay questions, adds Palmer. One student says, "Uh oh! Trouble." However, Palmer provides straightforward clues about each question and quickly describes how to prepare answers. As the two classes anticipate switching places, Palmer tells her group that they will likely take their test with Gilliom's class tomorrow in order to accommodate the Valentine's Day celebration. The classes switch amid the excitement generated by the celebration announcement.

Day #27 (Friday 14 February 1992)

Today marks a number of events: the culmination of the unit, the unit test, and a celebration of Valentine's Day. Students appear to be rather giddy, however they comply readily at Palmer's request to locate a pencil and a book to read upon completion of their tests. Palmer will proctor the social studies test for her students while Gilliom does the same with her group. Palmer gives instructions: "When you finish the test, please turn it over on the corner of your desk and read your book. You have 45 minutes, which is plenty of time. Take a copy of the test and then pass them down. Bring me the ones left over."

Palmer crosses to Gilliom's side of the room to present similar instructions. Students wait until she returns, then begin their tests. The room falls silent. After 15 minutes, several students go up to Palmer who sits at her desk facing the class. They ask if they may use lined paper on which to write their essay questions. She agrees and announces this option to the entire group. Students begin filing up to a bookshelf containing the lined paper, retrieving a piece, and then sitting down. Another 15 minutes pass. By this point, all but three students have placed their tests at the corner of their desks. They read from the books they have selected.

At 1:15, Palmer surveys the room, pauses, and then asks students to pass their tests to her. She tells them to be sure to staple the lined paper to their test sheets. After the tests are collected, Palmer announces a spelling quiz. They must finish this, she says, before they can commence the Valentine's Day celebration at 2:00. Students chatter excitedly as they prepare for the spelling exercise. With the exception of the attorney, who will talk with students about legal procedures and due process on the following Monday, the unit on the American Revolution is now complete. Palmer will turn next to the period of westward expansion in U.S. history, a unit she has planned in some detail with the district reading consultant. Historical fiction will play a central role in this unit.

## F. Assessing Student Learning

In order to better understand Palmer's success at reaching her goals in this unit, data on student learning will be examined at length. The sources of information on student learning come from (a) K-W-L forms (Ogle, 1986) completed by all but several of Palmer's students (K-What do I know about the American Revolution? W-What do I want to know? and L-What have I learned?), (b) detailed interviews with a selected sample of six students, (c) student work samples (assignments, papers, tests, etc.), and an analysis of their related classroom activities during specific lessons. I present the information in this order.

### K-W-L Forms

Palmer was asked to have her students complete the K and W sections of the form before the unit commenced (see Appendix B). Approximately a week after the unit had concluded, she returned the forms to her students and asked them to fill out the L section. Although the instrument was originally designed as a reading comprehension strategy, it can be used as a method for understanding how students' ideas about a topic in history change (or not) from the beginning to the end of a unit.

It is important to note that Palmer uses the K-W-L strategy with some regularity in language arts. Therefore her students had had experience with it and understood in general what it was designed to accomplish. Palmer also made a considerable production out of the process of completing the form. In the case of these K-W-Ls, Palmer allowed 45 minutes for students to fill out the first two sections and another 45 minutes for the last section when time came to complete it. In fact, during the time devoted to the L section, several students wrote down a few items and, within five minutes, attempted to turn their papers in to Palmer. She balked and told them to return to their seats and do a much more thorough job explaining what they had learned. The students complied while others watched. Subsequently, no one else turned in his or her paper "early." As one might imagine, student comments on average spilled over onto extra sheets of paper. The result does, however, provide a significant amount of information about what students had learned.

Table 1 (see Appendix E for all tables) indicates names, events, terms, causal relationships, and general ideas students (only 20 the day the first two sections were completed) presented on the K section of the form. The list indicates a relatively wide range of prior knowledge about the American Revolution period. Most of the responses reflect reasonably common and general ideas about the period, although several students had knowledge about specifics that most of the others knew nothing about (e.g. "The Brits hired the Hessians"; "The Tories supported England"). George Washington and Paul Revere, two heroes of the period, were frequent responses. One student noted Molly Pitcher. In fourth grade, students had presented a small pageant about the war; Molly Pitcher was a character in that pageant. Five students said that the Americans won the war, a logical deduction, and six indicated that many people died in the war, another reasonable inference. Most of the responses on the actual forms appeared in lists without connecting strands to hold them together in any story-like fashion. This implies, with a few exceptions, that the corpus of ideas that students had about this period were essentially unconnected to each other (and in some cases confused with other historical periods: e.g., that the war was fought over slavery and the North won). However, it must be said that the ideas, names, and terms students did have at their command were relatively impressive given that they had not yet encountered anything resembling a full sweep of chronological U.S. history.

Table 2 presents the questions students asked verbatim. Two favorites included "How and why they fought?" and "When did it happen?"--rather general and encompassing questions. The questions help give insight into the minds of middle- to upper-middle-class 10- and 11-year-olds. Because all of the questions are listed in the table verbatim, we move next to the L section of the form to examine how these questions were answered. Table 3 conveys information about what students learned over the course of the unit.

As the arrangement of the data indicates, students demonstrated a significant increase in knowledge about details of the period. The lists of names, events, places, and terms grew appreciably, as did the proportion of students accomplishing the recall. Key leaders and "founding fathers" ranked high on the list of names. Molly Pitcher also took top recall honors. Her name's appearance in the unit triggered memories of the play students had enacted during fourth grade in which Molly played an important role. A number of the names recalled on the much expanded L-section list derived from the historical fiction books Palmer had assigned (e.g., Patrick Henry, Paul Revere, Nathan Hale). A number of the events recalled were also dealt with in these trade books as well as covered in class and in the textbook.

Although a relatively small number of students wrote about causal relationships both before and after the unit (compare Table 1 with Table 3), the L section on Table 3 suggests that those students who did became both more specific and more sophisticated in their knowledge of causal events (e.g., "War fought over `unfair' taxation;" "Colonists fought for freedom from Britain"). This was primarily the case with the general ideas as well. Most of the statements in the L section were conceptual improvements over their predecessors in Table 1. Several students added evaluative commentary about the unit, noting that they found it quite enjoyable and thought Palmer did a good job teaching them. One student complained that the textbook needed to be more comprehensive while another suggested that people are really racist. Only one student reported learning "everything I wanted to know." However, a comparison of the questions in Table 2 and the items in Table 3 indicates that most student questions were addressed during the unit. If Palmer's principal goal involved teaching about the American

Revolution for understanding and appreciation of historical details and causal connections, then one might argue that the K-W-L data provide strong evidence that she was reasonably successful. Whether Palmer succeeded at fostering empathy and historical imagination cannot be determined specifically from the K-W-L forms. Student interview data sheds some light on this question.

Student Interviews

The procedure for conducting the formal interviews involved two sets of questions: a pre-unit protocol designed to understand what students knew before the unit began, and a post-unit protocol to make sense of what they had learned following the unit. With the exception of four questions added to the post-unit protocol, the two sets of questions were virtually the same (see Appendices C and D for the protocols). Palmer selected six students from her class to match gender (three males, three females) and achievement qualifications (two higher achievers, two middle achievers, and two lower achievers; one from each gender category). These qualifications were sought to provide a sampling range.

The questions can be divided into two general categories. Those in the first category (e.g., questions 1-17 in the pre-unit protocol) asked students to explain their understanding of the events, persons, and details surrounding the American Revolution-Constitutional Period. The second set of questions (e.g., questions 18-24 in the pre-unit protocol) attempted to comprehend students' dispositions toward democratic practices and how they may (or may not) connect to the organizational structure and ethos of the classroom and what students may (or may not) have learned about "the birth of democracy" from an encounter with it in this unit.

Table 4 (Appendix E) depicts student responses to all the questions asked. The questions are arranged by first listing responses to the pre-unit questions and following them with post-unit answers. The responses indicated in the far left column reflect as close to verbatim summations as possible. In what follows I discuss general trends for both sets of questions, noting interesting responses where relevant.

For the first question cluster (hereafter referred to as the Knowledge Section), student pre-unit responses revealed that they possessed only smatterings of knowledge and understanding concerning the American Revolution-Constitutional Period. Their answers tended to reflect quite general understandings. A number of the responses could be said to be derived from simple historical deductions (e.g., Americans had a war and won, many events led up to war, after the war they had presidents run things). As Table 4 indicates, many students did not know much of anything about the period: the most common response was "I don't know" or "I'm not sure." When they did respond to several questions, they offered answers tentatively. On a number of occasions students said they thought they knew something but were mostly guessing. An example of such a question was pre-unit #6 where all but one of the students had something to say about the *Declaration of Independence*. Four students estimated that it had to do with freedom from England and the right to make laws, but two students guessed that it involved slaves and mistook it for the Emancipation Proclamation. In many ways, the pre-unit interviews mirror the sort of knowledge of the period students generated in the K section of the K-W-L forms. None of this should be surprising given that these fifth-grade students had not yet experienced any systematic narrative treatment of this period in U.S. history.

As the pre-unit interviews reflect the K section of the K-W-Ls, so too do the post-unit responses mirror the L section. Table 4 indicates the growth and general sophistication of students' understanding of the period at a point one week after the unit was completed. In general, students supplied more specific, concrete, and detailed answers to each of the first 17 questions. Most striking was the significant reduction in "I don't know" responses. Some confusions persisted (e.g., Lara believed that all the colonists wanted to separate from England; see post-unit question #9), however these were the exception. Almost all early naive understandings were changed and became more sophisticated through the encounter with the unit content.

There is some evidence that students developed a degree of historical imagination and empathy during the unit. Although, in general, students displayed a significant colonial bias, some were able to appreciate King George's contrary reactions to American rebelliousness (see post-unit #11). Two students demonstrated some concern that the Boston Tea Party was both a good and bad idea depending upon one's perspective (post-unit #8a). In an animated tone, Frederic indicated that he found "the shot heard `round the world" fascinating and then imagined himself as a soldier in the war. He also said in class that the phrase "Give me liberty or give me death" made him understand how important independence became for the colonists. Imagination and empathy may also have been aided by excursions into historical fiction, but no student drew that conclusion directly during the interviews.

The second group of questions (hereafter referred to as the Disposition Section) suggested in general that students were amenable to democratic practices. In dilemma contexts they voted to negotiate a solution through conversation and an even representation of interests (see pre-unit #18, post-unit #21). They also believed that it was appropriate to hold varying viewpoints about historical events and issues, although they were divided about the degree to which they could openly express those opinions. In fact, Lara said that, in class, Palmer attempted to keep arguments over opposing views under control (see pre-unit #19). Abigail noted that a difference of opinion had not happened to her and Frederic said that, when differences arose between Palmer and students, the students needed to be respectful (see pre-unit #20 and post-unit #23). In light of Palmer's comments that she no longer advocated debates and argumentation and sought a tighter rein over classroom discourse, these student remarks seem quite perceptive. They may suggest some deference to Palmer's self-declared autocratic style. Some of the students believed that history contained the opinions of its authors, but others were convinced that appeals to evidence provided by books (textbooks particularly) could solve disputes as a matter of using them to glean the greatest amount of evidence for a convincing position (pre-unit #19; post-unit #22). Palmer had said in interviews that she stressed evidence-based accounts in her introductory unit on the study of history.

When asked about how they might improve their communities, all of the students had suggestions which included cleaning up pollution, gun control laws, planting trees, and recycling. These responses changed little from pre- to post-unit interviews. This question was coupled with a question about improving the country. Pollution laws and world peace were common suggestions. Two students believed that they would prefer improving the community over the country. Two believed just the opposite and the remaining two believed that they could go either way (see post-unit #25). These questions were designed to elicit some sense of students' attitudes about community and national social participation, a frequent goal stipulated for teaching social studies (Parker & Jarolimek, 1984). In general, these six students displayed a range of suggestions and an open disposition toward involvement. Whether Palmer helped foster this disposition in the American Revolution unit is difficult to determine.

Students' attitudes about working with others favored working in pairs rather than in larger groups or alone (see pre-unit #23 and post-unit #24). This changed slightly from pre to post: Abigail opted for working alone rather than alone *and/or* with a partner depending on the assignment, Frederic chose in the post-unit interview to work in a group while noting that it depended on the assignment, and Lorrie also choose group work.

Perhaps one of the most telling questions--that is, telling in the sense that it provides information about the intersection of Palmer's organizational style and student dispositions concerning decision making--involved asking students about how important decisions should be made in class (pre-unit #24 and post-unit #27). Prior to the unit, three students indicated that students should have a vote in decisions, two suggested that discussions should occur concerning decisions, three said that those in charge should make some decisions, one said "by majority rule," and two mentioned that no crucial issue had come up warranting a vote. In the post-unit interview, students were pushed to comment about whether they should have input into decisions about *what* they learned in addition to the broader question about how decisions were to be made in general. All six students noted that the teacher should choose *what* was to be learned and two students said flatly that students should *not* make decisions about the subject matter. These responses seem linked to Palmer's attitudes about letting students make decisions. Her relatively tight control over classroom discourse and practices points to responses such as, "No key issue has come up" and the general assessment that she was in charge of classroom content selection. Students appeared to be acknowledging her organizational style and reacted in a way which implied that they were comfortable with its structure. Although the same three students in each interview believed voting to be important, they also believed in Palmer's jurisdiction over important parts of the decision-making process. None of the students seemed concerned that their "voting rights," if they had them at all, extended only so far. As Frederic put it, "I think the teacher is smarter than the kids. She's had a complete education and we haven't, so she should be able to choose what we learn. We could have input but not like a big vote."

Four students found the unit interesting and Lorrie, while not saying it was interesting directly, named several things she enjoyed. The war itself was intriguing as was the Boston Tea Party, the discussion of the first eight amendments to the *Constitution*, and the tax simulation exercise. The latter two represent activities in which the students were actively involved. Insofar as the majority of students found the unit interesting and if the recall of these two activities is any indication, it seems as though Palmer was somewhat successful in reaching her goal of making the study of history "internally exciting." However, with the exception of the Boston Tea Party story, no one mentioned anything about the historical fiction accounts to which they were exposed. They also failed to mention the letters they wrote to a relative in England and the oral presentations they made based on the stories they had read.

In the post-unit interview, students were asked to define history (post-unit #1) and describe what they thought might be a rationale for learning history in school. The latter issue took form in two questions (post-unit #2 and #3). All six students defined history as "what happened in the past." Four students qualified this definition with a reference to "important things in the past" or "things that changed the world." Lara indicated that history involved dates "that we write down." Students generally had difficulty providing a rationale for learning history. Three said they were unsure why they were learning history in school and four said they didn't know how history could help them in their lives away from school. When they offered suggestions (many did this tentatively as though they were guessing), students identified fairly narrow utilitarian rationales (e.g., it may help you get a job; so you can help your own children when they have homework). Although Palmer said that early in the year she stressed the importance of learning history for an appreciation of our American heritage and tradition, apparently this rationale fell on a number of deaf ears. However, three students did indicate that learning history helped you to "know about how our country came to be" and these same three, plus a fourth, said that it helped you understand "what happened in our country and why" (see post-unit #2).

In summary, the student interviews suggest that Palmer was quite successful in conveying a memorable narrative account of the American Revolution. She also helped these six students understand in more detail the connected issues that produced the war and, for several students, created a sense of empathy for the actors involved in this era. In general, students commanded a strong sense of names, people, and sequential events. They did, however, lack an understanding of the postwar transition from the *Articles of Confederation* to the *Constitution* and the difficulties involved with ratification. The narrative account of classroom activities points out how Palmer made no systematic effort to teach about this process, preferring instead to focus attention on the *Bill of Rights* as "a living document," while trying to make an understanding of these rights "internally exciting."

With regard to the Disposition Section, student responses tend to mirror the path Palmer takes as she attempts to teach about the democratic tradition in her classroom. Students know about voting, the importance of sharing opinions, and the nature of disagreement and compromise, but also understand and seem to accept the limits of democratic social participation set by Palmer's more autocratic style, content-coverage goals, and desire to prepare students for middle school.

Student Assignments and Tests

Palmer's assessment practices include a variety of methods. As indicated, she often used the K-W-L instrument: "I do K-W-L now more formally, but usually the very first time you open up a unit you ask a few questions and generate a few queries about who, what, why, and when. You get a real good idea of where your entire class is coming from and where you're going from there." She said she used the information which the instrument generated to log mentally what her students knew and how to individualize teaching activities for students who lacked sufficient knowledge. She also noted that the K-W-L form helped her "reteach" certain ideas and concepts that the L section revealed were problematic for students.

During the unit, Palmer used what she called "spot quizzes" and the historical Jeopardy game to assess students' progress.

> I'll put spot quizzes out. Another way to judge it is by using the games we have to see the proficiency. This is the Jeopardy game in which we use the vocabulary words. They had to write their own words on small pieces of paper first on one side and then on the other so that they were acquainted with the words and the meanings of them. I had them up on the Jeopardy board and they gained enough money so we could tax them later on, and for the other simulation. Again, it's joining one thing to another. I wanted them to earn the money so that it would be more painful to give it up. They had to earn that money through a game or whatever.

She added several other methods:

> We talked about the Red Light-Green Light game where you check to see how well they're reading, how to read for understanding. We do the chapter checkups at times and unit review, points to remember, stuff like that, and true-false. We also did that thing on, before they read, writing out things on the French and Indian War, giving them a quiz about it, and going back and as we read, figuring out what we knew and what we didn't know.

At the end of units, Palmer often used the tests that came with the textbook series (as was the case in the American Revolution unit). She makes reference to the importance of such tests as preparation for middle school:

> Usually what I do is take the unit test from social studies and I give that test to them. Sometimes I will review with them what that test is, other times I just give it to them cold, without the review. I won't even say tomorrow. I'll say there's a final coming up on this unit Friday and they groan and moan. The reason I prefer that is that it's already been done and it gives you an idea what the textbook writers think are important points to remember. I use it as a teaching

> tool, not just a test-taking or evaluation tool, because we go over it afterwards and discuss it. Also, because next year they use that in the middle school where they're graded A, B, C, and D letter marks on their performance on tests. There are never letter grades here. They get 80 out of 90, 80 out of 100, but there's no letter grade. We're not allowed to do that in lower [elementary]. And you're teaching them to test-take at the same time. These are very sophisticated tests and they're multiple choice and essay.

Palmer also used other, less-formal methods to assess students' progress toward her goals. As the account of the lessons reveals, students were asked to write letters to a relative in England and give oral presentations on the historical fiction books and articles they were assigned. While these activities provided a means for assessment, Palmer also used them as a method to personalize learning and "internalize" knowledge. "Until they're forced to do it in some sort of a written form or, if it's not written, then it could be skit form or whatever else they're doing, it's not internalized and it's just me lecturing and they have to be active learners," she said.

Students took the letters to England and their report presentations seriously and Palmer spent a considerable amount of time with them across several lessons. However, she never formally evaluated the written copies students turned in to her. Students were accountable for the assignments, but were not graded per se. Her goals involved personalization, internalization, and active learning of content (and to a lesser degree integration with language arts), but not direct assessment. In this sense, it is difficult to read the assignments from an assessment perspective given that they represent the results of classroom activities. The fact that the six students interviewed in depth made no mention of these exercises and only one person indicated that he liked writing a letter to a relative in England makes it hard to determine how they are related to Palmer's goals of personalization and internalization. I suspect that, because students invested considerable energy, effort, and time on the assignments and presentations ("active learning" by Palmer's standards), they had some impact on students' understanding and appreciation of the history of the American Revolution period. Students' recall of events, names, terms, and other details in the interviews and on the K-W-L forms points to the conclusion that the assignments augmented learning. However, the degree to which these activities influenced the internalization and personalization of the content, Palmer's stated goals, remains difficult to document. Palmer was pleased with the results, praising students repeatedly for their "fine work."

In some ways, the in-class games (historical Jeopardy and Red Light-Green Light) served the same internalization, personalization, and active learning goals that Palmer described. Rather than lecture or tell stories for every lesson, Palmer used the games to enhance variety as much so or more than for assessment purposes. The days (see #7 and #18) in which these activities took place reveal that student groups were able to respond accurately (in Palmer's judgment) and rather quickly to the factual questions they were peppered with. Students in general (and some students in particular) enjoyed these games immensely. They liked the competitive quality but also appreciated the opportunities to cooperate with each other in providing answers. On the whole, an analysis of the game activities suggests that students had a growing sense of historical knowledge (details, names, events, causal relationships) about the period and enjoyed the active learning process stimulated by the simultaneous competition and cooperation. As a result, one might conclude that the games served Palmer's goals quite admirably.

As a conclusion to the unit, Palmer assessed what students had learned with the multiple choice-essay test supplied by Silver Burdett and Ginn (Chapter 7, Helmus et al., 1988). The test was comprised of 35 multiple-choice items divided into two sections, plus five essay questions. The first section required recognition-recall of "facts" presented in the textbook. The second multiple-choice section provided a short text and then asked comprehension-type questions based upon it. The five essay questions in the third section required recall of information contained in the chapter. None of the questions seemed aimed at higher order/critical thinking or in-depth analysis of issues.

Palmer scored the multiple-choice portion of the test by noting the number of correct answers students obtained relative to the total and reported it on the top of the papers as a fraction (e.g., 28/35). No grades were given, per district policy. Table 5 displays the results (see Appendix E). The average score of 79% seems quite low. If one used a criterion mastery measure of 80% for proficiency, over half the students would need to be retaught. The median score suggests approximately the same conclusion. However, Palmer reported that the test, as an assessment strategy, carried limited weight relative to other assessment strategies she employed. As she noted, she used the test primarily to expose and prepare her students for the test-taking demands she knew they would encounter in middle school, rather than as an authentic assessment tool. She believed that students as a whole did well but was somewhat disturbed by several students who scored at the low end of the range. She thought their low scores said more about test fright than about what these students actually knew. She said she planned to schedule private conferences with these "low scorers" to discuss the test and check on whether they needed remediation.

Palmer levied no score for the essay questions. She simply gave "credit" or "partial credit" for student responses. Students received partial credit as long as they wrote something she found intelligible to at least three of the questions (two students failed to respond to two of the five questions and were given a question mark and a request to see Palmer; three missed one question). Students who addressed the questions fully received complete credit (18 of the 25 or 72%; two remaining students' answers were given partial credit even though they attempted responses). She said that she purposely used a very lenient criterion in evaluating the essay responses. As one might expect given the fact-oriented nature of the essay questions, those who did well on the multiple-choice sections also did well on the essays. Conversely, the lower end scores on multiple-choice questions generally signaled difficulty on the essay questions.

Finally, a brief mention should be made concerning the French and Indian War quiz administered during Day #3 and the filmstrip (e.g., see Day #17) and publisher-supplied worksheets (e.g. see those assigned in the days just prior to the test). The worksheets, although reviewed in class, were not evaluated and were not used for assessment purposes. Rather, Palmer noted that they were assigned as teaching and/or review strategies. She said she frequently uses the worksheets for this purpose and typically not otherwise. The quiz Palmer assigned on the third day was also used as a review tool (as she states, "The repetition that is the mother of learning"). Palmer was interested in how well her students understood the French and Indian War and its combatants. She used the quiz as an ongoing, oral assessment in order to make decisions about extending the discussion of the war to clear up student confusions (see Day #4). As the lesson demonstrates, the quiz served as both an assessment and a pedagogical strategy, but principally the latter.

## G. Discussion

Palmer appears effective at what she attempts to do. The narrative account of daily classroom activity shows her employing a variety of stimulating pedagogical strategies (games, audiovisual experiences, a simulation, projects and presentations, writing, and discussion) designed to move her fifth graders systematically toward the goals she has set: (a) making history come alive by using this variety of teaching strategies and activities, (b) making it "internally exciting" by attempting to connect it to children's lives, (c) fostering empathy and imagination through storytelling and historical fiction, and (d) creating a context for learning and building initial ideas about and appreciation for the sequence of events and the personalities that produced one of the more memorable periods in "our historical tradition." The analysis of assessment data suggests that she accomplished all of these goals, albeit the last goal more overtly and clearly than the first three.

Palmer might earn compliments from those who recommend teaching subject matter in depth and for understanding (cf. Brophy, 1990; Newmann, 1988, 1990). Her employment of historical fiction, adding a narrative, story-like dimension to an otherwise flat and straightforward textbook chronology, would engender praise from advocates of this type of pedagogy who propose augmenting historical study with good literature (cf. Egan, 1986; Levstik, 1989). Those who point to the value of cultivating empathy and historical imagination, a respect for historical detail, and an appreciation of causal relationships in history (see Dickinson & Lee, 1978, 1984; Hertzberg, 1985; Lee, 1984; Reed, 1989; Whelan, 1992) would also appreciate some of Palmer's efforts. In many ways, Palmer seeks to expose her students, inasmuch as she believes they are developmentally ready, to aspects of the community of traditional academic history. Evans (1989) might categorize her primarily as an eclectic but with leanings toward the scientific historian type.

What might make her approach even more powerful would be to include emphases on disciplinary inquiry (i.e., historiography; see Wineburg & Wilson, 1988), the interpretive nature of history (i.e., recognizing the differences between fact and conjecture, evidence and assertion; see Reed, 1989), and the value of cultural diversity and change in historical evolution. However, it could be that focusing on these dimensions might push past the limits of all but the most able students in Palmer's fifth-grade class. For Palmer's students, this is their initial encounter with history taught in anything resembling a sustained chronological or narrative account. Therefore, Palmer may be right to assume that their background knowledge and comprehension of the disciplinary discourse of history needs further development before other, more complex features of historical work can be introduced in detail (cf. Brophy et al., in press; VanSledright & Brophy, in press). Nonetheless, there is clearly room for Palmer to extend her introduction to the discipline of history, but she would have to do so cautiously so as to retain the historical context of interpretation and the interest and understanding of all her students.

Because, in part, Palmer defined social studies in terms of school subjects, her personal philosophy and general social studies goals, such as developing personal responsibility for learning, cultural awareness and tolerance for diversity, and fostering a degree of patriotism, were implicitly folded into the rubric of teaching and learning history. Her liberal arts exposure to disciplinary history (and the other social sciences) and her experience with the anthropology-based MACOS course appeared to promote the encapsulation of her more general goals within the context of historical study. In short, for her purposes in fifth grade, social studies was another name for history, and history was defined by the practitioners of history (textbook and historical fiction authors). In this way, one can argue that Palmer most nearly represents what Barr, Barth, and Shermis (1977) refer to as a teacher in the "Social Science tradition." However, to draw this conclusion alone is misleading.

Palmer also demonstrates characteristics of the "Citizenship Transmission tradition" combined with traces of a human relations approach (Goodman & Adler, 1985; Martorella, 1985). Her commentary about the need for cultural awareness and tolerance for differences, a legacy passed on by her mother, manifests a degree of what Martorella calls the social action approach. Her belief in the importance of the *Bill of Rights* (see day #23 and #24) also suggests this influence and her two-day discussion of its implications at least implicitly points to a reflective inquiry, decision-making orientation. Although Palmer most resembles a teacher in the social science tradition, evidence of the presence of the other traditions and approaches indicates that she cannot be so easily classified. However, some might front a narrow categorization and use it as a platform upon which to criticize Palmer's curricular gatekeeping decisions.

For example, social studies theorists who have staked their claim on the importance of inquiry, problem solving, and decision making (e.g., Engle & Ochoa, 1988) might argue that, while demonstrating aspects of Social Science tradition (i.e., by her emphasis on some aspects of disciplinary history), she could just as easily be described as a conventional "knowledge transmitter." Such transmitters, they would argue, promulgate the teaching of facts and details for their own sake and without regard for the importance of the problem-solving and decision-making contexts in which they could be used (i.e. as a participating citizen of a democracy). Furthermore, they might insist that her classroom generally reflects a passive learning environment, one that lacks inquiry into human problems and fails to use history as vehicle to that end. Finally, they would likely note that Palmer fosters a narrow, indoctrinating view of her citizenship mission, one devoid of social participation and a spirit of democratic involvement. They would cite her organizational style as evidence for such a conclusion. Those theorists who take a critical stance would argue many of the same things but would add that Palmer lacks a method for critiquing the very subject matter conclusions she advances. They might say that her approach is unnecessarily Eurocentric and shows little evidence of attempts to develop an appreciation of difference and tolerance for diversity. In this way, they would insist, her practices unfortunately reproduce unjust and inequitable power relations found in society at large.

These criticisms may have merit. However, to levy them in this fashion is to ignore the pressures and dilemmas Palmer must manage, ones which help us understand her decisions to operate her class as she does. Both the community in which she works and the school in which she teaches promote a philosophy that is consonant with Palmer's (or perhaps better said the other way around). The parents and the principal expect strong subject matter teaching and learning; the "no-nonsense approach" Palmer mentioned in the interviews. The curriculum guidelines also call for a survey of U.S. history from the explorers to Vietnam (among other things). The curricular plate at Matewan is indeed full; Palmer knows it and responds accordingly. Although she speaks of more far-reaching goals, she accepts the role of being primarily a knowledge transmitter within a framework of what she perceives to be strong academic history. And this is a framework she knows: her liberal arts education and advanced degree culminated during the discipline-based, New Social Studies era (see Jenness, 1990).

However, this is not all Palmer knows. Several lessons, particularly the ones on the *Bill of Rights*, do teach considerably more than academic U.S. history (for its own sake). In these lessons, critical-thinking and decision-making goals are addressed in the context of "history made present" (i.e., students are asked to provide evidence, evaluate claims, debate social issues, make decisions, and rationalize their judgments concerning a 200-year-old document's relevance to their lives). Although Palmer said that she had suspended most opportunities for classroom discussions, debates, and direct decision-making experiences in the interest of expediency, these lessons suggest the extent to which these powerful activities (and the social education-citizenship goals they engender) remain important to Palmer's curriculum mediation efforts. A legacy, perhaps left by her mother in concert with other influences, continues to exert some influence on Palmer's practice despite pressures to do otherwise.

However, it is important to note how time-consuming these kinds of lessons were and, as such, occurred infrequently relative the unit as whole.

Palmer could mediate the social studies curriculum differently, that is, for example, she could choose to orient the history curriculum less around transmitting knowledge and more around disciplinary inquiry and debate or public policy issues made relevant by the study of U.S. history (as in the lessons noted above). However, she faces a number of perceived pressures to tend its gate in the fashion that she does. She answers to these pressures by taking a path that she believes will allow her to teach what she knows best, despite some aspirations and goals to the contrary. That path appears symmetrical with the knowledge transmission and socialization goals (to middle school particularly) for fifth graders at Matewan School. To choose such a path seems generally reasonable, but it quite clearly comes with a set of trade-offs, some for the better, some perhaps for the worse. These trade-offs go to the core of hotly debated curriculum questions such as: What should students learn? Why? and To what end? This trade-off issue surfaces also in the in case of Sara Atkinson (see VanSledright, 1992a). For a more thematic treatment of its importance see VanSledright (1992b).

By itself, Palmer's case offers an example of what reasonably strong fifth-grade social studies teaching might be if focused on the importance of academic knowledge and understanding in U.S. history. It is strong in the sense that students left the unit with a considerably enhanced appreciation of the American Revolution-Constitutional period. In general, they recalled many details and indicated some initial understanding of causal relationships. A number of students stated interest in the period (in formal and informal interviews and on the K-W-Ls) and their classroom activity and involvement in the lessons suggested that they found much of the material stimulating and memorable. Palmer arranged to teach the unit in depth and to build it around important ideas and clear goals which appeared to be effectively communicated to students. To ask her to do more (or something different) would have, I suspect, entailed giving up a measure of what she accomplished with respect to her goals. Cases such as Palmer's help those interested in curriculum and teaching issues to make sense out of the intricacies, dilemmas, and decisions at stake in the curriculum mediation process. These cases also underscore the degree to which such a process always involves profound moral decisions that necessitate critically pragmatic assessment.

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Appendices

## Appendix A

## Structured Teacher Interview*

This interview is designed to help me understand what you do and why you do it when you teach social studies. The questions are arranged to progress from general background and philosophy through your approach or orientation to social studies to questions about the American Revolution unit, and then on to some particular issues.

It may be helpful to clarify some terms that will be used frequently: goals, content, teaching method or approach, and assessment or evaluation. Goals refer to the student characteristics or outcomes (knowledge, skills, values or attitudes, dispositions to action) that you seek to develop through your teaching. Content refers to what is taught. Instructional method or approach refer to how the content is taught--the ways that the students get information, the kinds of teacher-student discourse that occur, and the kinds of activities and assignments that are used. Assessment or evaluation refer to your attempts to measure the levels of success achieved--what you attempt to assess and what methods you use to do so. This includes both assessment of the progress of the class as a group (i.e., assessment of the degree to which you have been successful in accomplishing your goals as the teacher) and assessment of the accomplishments of individual students (as a basis for grading and perhaps also for instructional decisions).

In answering the questions, please note whether or not your views on the issues have changed over time. If they have, please tell how and why.

### Your Background and Philosophy

1. Formal education.
   a. Bachelor level (major, minor)
   b. Master's or other advanced degrees

2. Significant non-degree educational experiences that have affected your approach to teaching (independent reading, inservice activities, professional organizations, etc.)

3. Years of experience at various grade levels.

4. How has your background influenced your understanding and approach to teaching social studies? Give examples where appropriate.

5. How did you happen to develop your special interest in social studies?

### Philosophy and Approach to Teaching

6. What is the role of elementary-level (K-6) education? What should it accomplish with students?

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* Adapted from "Teacher Interview Questions" protocol (Brophy and VanSledright, 1990).

7. What are the key features of your role as a teacher at your grade level (in general, not just in social studies)?

8. Describe your approach to teaching (in general, not just in social studies). What themes, theories, or descriptive labels will help me to understand how you approach your teaching and how you differ from other teachers?

9. Is there anything else that should be noted about your general background and philosophy of teaching?

## Your Approach to Teaching Social Studies

### Goals

1. How do you think about social studies as a school subject? (What is it, why is it taught, what are its main purposes and goals at the K-6 level?)

2. What are your main goals for students in teaching social studies?

3. Other than the particular knowledge content covered in each of your units, are there more general *knowledge* goals that you address in your social studies teaching across the school year? If so, what are these knowledge goals and how do you address them?
4. Are there general *skills* goals that you address in teaching social studies across the school year? If so, how do you address them?

5. Are there general *value or attitudinal* goals that you address in teaching social studies across the school year? If so, how do you address them?

6. Are there general *citizen action* goals or other goals that involve building *dispositions* (i.e., dispositions to take action in certain situations) that you address in teaching social studies across the school year? If so, how do you address them?

7. Have you seen statements about social studies purposes and goals or suggested curriculum guidelines that have been published by the National Council for the Social Studies or other *social studies organizations*? If so, what do you know about them? Do they affect your teaching?

8. Have you seen goals statements or curricular guidelines published by the *state of Michigan*? If so, what do you know about them? Do they affect your teaching?

9. Does *your district* have social studies goals or curriculum guidelines? If so, what do you know about them? Do they affect your teaching?

10. Does *your school* have social studies goals or curriculum guidelines in addition to those of the district? If so, what do you know about them? Do they affect your teaching?

11. Do you know anything about the philosophy that went into the development of *the social studies series that you use*, such as the authors' thinking about the purposes and goals of social studies? If so, has this knowledge

affected your teaching in any way?

12. Are you aware of contrasting views about the nature and purposes of social studies or how social studies should be taught? How would you describe yourself as a social studies teacher or contrast yourself with teachers who take different approaches?

Content Selection

13. Time for social studies teaching is limited, so that you cannot both address all of the many topics that may be worthy of consideration and also address each topic in sufficient depth to develop good understanding. How do you manage this breadth v. depth dilemma?

14. What criteria do you use in deciding what social studies content to include or emphasize and what content to omit or de-emphasize?

15. Do you include certain content because of external pressure rather than because you think the content is important? (i.e., pressures from state or district policies, testing programs, parents, etc.) Do you exclude certain content because of such external pressures?

Content Organization and Sequencing

16. What is the basis for the organization and sequencing of the social studies content that you will address during the year?

17. In addition to the structure of content within units, is there any spiraling or other organization of content that involves sequences or linkages across units?

Content Representation

18. What sources of content do you use to provide input to students (your own explaining or story telling, a textbook, other print sources, films or other media, direct experience with artifacts or other objects of study, etc.)?

19. What principles do you follow when presenting content to students via explaining or story telling? Do you do anything to focus the students' attention on key ideas or to help them organize the material around these key ideas?

20. What sorts of props (photos, maps, diagrams, material on the overhead projector, artifacts, etc.) do you use to illustrate or provide examples of what you are explaining?

21. Do you ask questions before, during, or after your presentations? If so, what kinds of questions, and for what purposes?

22. Do you teach skills as well as knowledge in social studies? If so, do you teach some of these skills directly rather than just provide opportunities for their development through work on activities and assignments? If you do teach certain skills directly, which skills are they?

## Teacher-Student Discourse

23. What forms of teacher-student discourse are emphasized during whole-class lessons and activities (e.g., recitation of facts and definitions; checking for understanding; discussion or debate of alternative explanations, predictions, or policy positions; brainstorming solutions to problems or issues; discussion of linkages of content to the students' lives outside of school)? Do certain of these forms of discourse appear mostly in particular types of lessons? Are there changes in the kinds of discourse that occur as you work through a unit or through the school year?

24. Do students sometimes interact with peers in pairs or small groups to engage in cooperative learning activities or in discussions, debates, or other activities that feature student-student discourse? Explain.

## Activities and Assignments

25. What purposes or roles do activities and assignments play in your social studies teaching? What kinds of activities and assignments are included, and why?

26. What principles or criteria do you use to decide on what activities or assignments to include? What makes good activities better than the alternatives?

27. Are there particular processes (artistic construction, discussion, debate, writing, research, simulation, etc.) that you include frequently in your activities and assignments because you think that they are especially valuable for promoting learning? Explain.

28. Do you try to integrate social studies with other subjects? If so, how does this influence your activity or assignment choices? What advantages and disadvantages does such integration entail?

## Assessment and Evaluation

29. Do you assess students' entry level of knowledge about unit topics as you begin units? If so, how do you make such assessments and how do you use the information in teaching the units? Explain.

30. Do you assess progress during units? If so, how? Do you adjust your teaching in response to the assessment information? Explain.

31. At the end of a unit, how do you assess the extent to which you have accomplished your unit goals with the class as a whole? Why do you prefer this method to other methods?

32. How do you assess the performance of individual students to provide a basis for accountability and grading? Why do you prefer this approach to alternatives?

33. Do you try to assess progress toward general goals that cut across units? If so, give examples of such goals and how you assess such progress.

34. What would your students tell me if I asked them in June what were the most important things they learned in social studies this year?

### Understanding, Critical Thinking, and Decision Making

Writings about social studies teaching often stress that students should understand what they are learning (i.e., not just memorize it without understanding it), should think critically about it, and should apply it in decision-making contexts.

35. What does it mean to you to say that students understand something? Do you try to teach for understanding in social studies? If so, what aspects of your approach are included with this goal in mind?

36. What does it mean for students to think critically about what they are learning? Does your approach include features designed to teach students how to think critically about what they are learning or to provide them with opportunities for doing so? Explain.

37. Does your approach include features designed to teach students how to make decisions or to provide them with opportunities for doing so? Explain.

## Analysis of the American Revolution Unit

1. What are your main goals in teaching this unit? What knowledge, skills, values/attitudes, or dispositions do you want the students to acquire as a result of it?

2. Is the unit built around certain content and key ideas? If so, what are these?

3. How have you selected and organized this content? Explain specifically how it has been organized and why?

4. How do you represent this content to students? What different methods or approaches do you use?

5. What role does teacher-student discourse play in this unit?

6. What do the students usually know about the unit's content even before you begin to teach it? Do the students usually have some accurate prior knowledge of key ideas or other topics in the unit that you can build on? If so, give examples and tell how you build on this knowledge.

7. Are there some key ideas or topics about which the students usually have little or no prior knowledge, so that you have to help them develop an initial idea? If so, give examples and explain how you help them to develop initial ideas.

8. Are there key ideas or other topics about which students are likely to have naive conceptions or other prior "knowledge" that is distorted or

incorrect? If so, give examples and explain how you attempt to address and correct these misconceptions.

9. Are there any noteworthy activities or assignments included in this unit?

10. What role do critical thinking and decision making play in this unit? Examples of such student activities?

11. How is this unit similar to or different from other units taught in fifth-grade social studies? Do you teach this unit differently in particular ways? If so, what are they? Does your philosophy or approach change from unit to unit, and if so, how?

## Miscellaneous Questions

1. How do you respond to individual differences in student knowledge or ability? Do you expose different students to different content, activities, or assignments? Do you use different methods of assessment or different grading standards for the most v. the least able students?

2. How do you try to make the social studies content meaningful and interesting to students?

3. Do your students ever ask why they need to know some of the things being taught in social studies? If so, what do you tell them? Give specific examples.

4. Can you relate examples of times when you found out that something wasn't working in your social studies teaching? In each example, what made you decide that change was needed and what did you do?

5. Most students in the primary grades cannot read and study efficiently enough to acquire significant information through reading. This is true of some students in later grades as well. If you cannot rely on independent study as a major source of preparation for all or some of your students, how do you compensate? How do you see that nonreaders get sufficient social studies information?

6. Students often lack experience with or even background information about many topics covered in elementary social studies, so that one often must plan in terms of developing an initial idea about the topic rather than in terms of cuing relevant background knowledge that will be extended or applied. Is this a significant problem at your grade level? Can you give examples of where you encounter it and how you respond to it?

7. To what extent do your students need physical examples, photos, or other concrete representations of things that lie outside their experiences to date? Give examples of social studies content taught at your grade level that students are not likely to understand unless they are exposed to such concrete examples.

8. Certain concepts and generalizations are too abstract for students at particular ages to understand in any complete or integrated way, although they may be able to understand certain simplified forms or examples

meaningfully. Are there social studies concepts or generalizations taught at your grade level that most of your students can grasp only partially if at all? If so, explain examples of this problem and what you try to do about it.

9. It often is argued that children's interests should be taken into account in selecting topics, examples, and activities. Have you tried to do this in developing your social studies curriculum? If so, give examples.

10. It often is argued that children (especially in the primary grades) need to represent their learning through multiple modalities (not just talk about it) if they are to develop complete understanding. Consequently, teachers' manuals often call for having students draw or paint, construct murals or displays, engage in pantomime or role play, stage dramas or pageants, and so on. Do you believe that such artistic, dramatic, or multisensory learning activities are essential to a good social studies curriculum? If not essential, are they desirable? Is there anything important that they bring to the program that wouldn't be brought through more typical activities and assignments built around content-based discourse (recitation, debate, discussion) or writing assignments (worksheets, research reports, critical analysis and synthesis)?

11. Some argue that elementary students should be shielded from unpleasant realities, so that elementary social studies curricula should avoid content that is controversial or that might be upsetting to students. Others view this an unnecessary overprotectiveness and argue that social studies content should portray the social world as it is, without avoiding or sanitizing its unpleasant aspects. What do you believe? Why? How does this affect your teaching?

12. Opinions vary on what sources of input are most suitable for elementary social studies. Some prefer to stick with textbooks and other nonfictional sources of information that provide mostly impersonal accounts of general concepts or ideas. Others would retain the factual emphasis but communicate as much as possible in story form, emphasizing personalized accounts of actual people or events that exemplify the general concepts or ideas. Still others would extend this to include children's literature, emphasizing factually based but nevertheless fictional stories. Finally, some would include myths, fables, folklore, and other purely fictional sources. Where do you stand on these issues of impersonal text v. personalized stories and purely factual v. partially or wholly fictional sources of social studies input? Why?

13. Elementary social studies series typically follow the expanding communities organizational framework. Many are satisfied with this framework, but many others would like to get rid of it. What do you know about this controversy? More generally, what are your views on the pros and cons of the expanding communities framework?

14. Social studies textbooks grades 4-6 are commonly criticized as being parade-of-facts compendia that address too much breadth (they cover too many topics) in not enough depth (they fail to develop important topics in sufficient depth to promote understanding). Do you agree with this assessment? If so, how would you change these texts? What would you

retain and emphasize, and what would you delete?

15. Some argue that elementary social studies teaching should emphasize an inquiry approach in which students learn to develop information in much the same ways that social scientists do. Others argue that this is premature for elementary students, and that elementary social studies should emphasize basic social knowledge and skills needed for understanding and functioning in everyday life. What do you believe? Why? How does this affect your teaching?

16. What about the values aspects of social studies teaching? Some argue that certain values are basic and universal, so that they should be inculcated in students systematically. Others argue that students should learn to think critically about the values aspects of issues, but should be allowed to determine for themselves what values they should embrace. What do you believe? Why? How does this affect your teaching?

17. Some argue that across-subjects integration should be emphasized because it makes for more natural, holistic learning. Others argue that much of what is done in the name of integration has only trivial value for teaching one or more of the school subjects involved, and they fear that too much emphasis on integration will damage the coherence and thrust of the curricula in the various subjects. What do you believe about across-subjects integration? Why? How does this affect your teaching?

18. Some believe that elementary students at particular ages and grade levels are pretty much the same as they always were. Others believe that social mobility, television, and other aspects of modern society are producing children who are different in many ways from the children of the past, so that a different kind of elementary social education is needed for them. What do you think about this? How do today's kids differ from those of 10, 20, or 30 plus years ago, and what does this imply about elementary social studies?

19. Some argue that elementary social studies should be mostly history (and to a lesser extent, geography and civics), much as it was before we began including so much content drawn from the social sciences (sociology, economics, anthropology, psychology). Others believe that this social science content is just as important and appropriate for elementary students as the history, geography, and civics content is, so they would like to retain the approximate balance that exists at the moment. What do you think? Should we keep the content balance roughly as it is? Should we reduce the social science content in order to teach more history? Or what?

20. Is there anything else that should be noted about how elementary social education could be improved?

Appendix B

## K-W-L SHEET

The American Revolution

Question 1: What do I know about the American Revolution?

Question 2: What do I want to know about the American Revolution?

Question 3: What have I learned about the American Revolution?

## Appendix C

## Pre-Unit Student Interview Protocol
## The American Revolution

1. The original 13 colonies in North America were settled mostly by English people and were ruled by England. But later they became an independent country--the United States. How did that happen?

2. For a long time, the colonists were happy to think of themselves as English and to be ruled by the English king. However, later they changed their minds. Why?

3. What were some of the problems caused by the French and Indian War?

4. The colonists' slogan was "No taxation without representation." What does that mean? (Probe extensively).

5. What was the Boston Tea Party? (If the student knows, ask: "Why did they dump the tea into the ocean instead of just taking it home with them?"). Do you think it was a good idea to do this?

6. What was the Declaration of Independence?

7. What was in the Declaration of Independence--what did it say?

8. The colonists wanted to break away from England because they thought that the king was treating them unfairly. What do you think the English King George thought about the colonists?

9. Did all of the colonists want to break away from England, or just some of them, or what? (If student says just some of them, ask: "Well, if people disagreed about what to do, then what happened?")

10. Eventually, the Revolutionary War started and fighting broke out between English soldiers and American patriots. Do you know what happened and why?

11. Who were some of the leaders of the American Revolution? (Probe for specifics on at least two)

12. Who were some of the women who participated in the Revolution? (Again, probe for specifics on at least two)

13. What happened after the war was over?

14. After the Revolutionary War, the 13 colonies had become the United States. The land and the people were still the same, so what had changed? How were the 13 United States different from the 13 colonies? (Probe for specifics).

Conditional follow ups (if student does not answer #14 fully):

14a. Who was the person (or persons) in charge of the colonies before the revolution? (If student says the governor, ask who was in charge of the governor).

14b. After the revolution the colonies became the United States. Who was the person(s) in charge of them then? How did this person(s) get to be in charge?

15. How did the people form a government for their new country called the United States? What did they do?

16. Have you ever heard of the Articles of Confederation? If so, tell me what you know about them. (Probe extensively)

17. What is the Constitution of the United States? Tell what you know about it. (Probe extensively: Who wrote it, Why was it written, What is in it, etc.)

18. If there was an argument at recess between some of the kids in this class and some other fifth-graders about who was going to use the tennis courts, how do you think it should be handled? (Probe, ask for the "why" and where they learned about it)

19. What happens if you have a different idea about what happened in American history than other kids in class? (Probe)

20. What happens if your idea about American history is different than Ms. Teacher's? What happens then? (Probe)

21. If you got involved in making this neighborhood or community a better place than it is now, what would you do? (Probe)

22. If you got involved in making this country a better place than it is now, what would you do? (Probe)

23. When you do assignments for class and to hand in to your teacher, which do you prefer--to work alone, with a partner, or in groups? (Probe)

24. How do you think important decisions should be made here in this class? (Probe) How about at home? (Probe)

25. What do you think about this interview? Why do you think I'm asking you all these questions?

## Appendix D

## Post-Unit Student Interview Protocol
## The American Revolution

1. What do you think history is? (Probe extensively)

2. Why do you think they teach you history in school? (Probe extensively)

3. How might learning history help you in your life away from school? (Probe)

4. The original 13 colonies in North America were settled mostly by English people and were ruled by England. But later they became an independent country--the United States. How did that happen?

5. For a long time, the colonists were happy to think of themselves as English and to be ruled by the English king. However, later they changed their minds. Why?

6. What were some of the problems caused by the French and Indian War?

7. The colonists' slogan was "No taxation without representation." What does that mean? (Probe extensively).

8. What was the Boston Tea Party? (If the student knows, ask: "Why did they dump the tea into the ocean instead of just taking it home with them?"). Do you think it was a good idea to do this?

9. What was the Declaration of Independence?

10. What was _in_ the Declaration of Independence--what did it say?

11. The colonists wanted to break away from England because they thought that the king was treating them unfairly. What do you think the English King George thought about the colonists?

12. Did all of the colonists want to break away from England, or just some of them, or what? (If student says just some of them, ask: "Well, if people disagreed about what to do, then what happened?")

13. Eventually, the Revolutionary War started and fighting broke out between English soldiers and American patriots. Do you know what happened and why?

14. Who were some of the leaders of the American Revolution? (Probe for specifics on at least two)

15. Who were some of the women who participated in the Revolution? (Again, probe for specifics on at least two)

16. What happened after the war was over?

17. After the Revolutionary War, the 13 colonies had become the United States. The land and the people were still the same, so what had changed? How were the 13 United States different from the 13 colonies? (Probe) Conditional follow ups (IF student does not answer #17 fully):

 17a. Who was the person (or persons) in charge of the colonies before the revolution? (If student says the governor, ask who was in charge of the governor).

 17b. After the revolution the colonies became the United States. Who was the person(s) in charge of them then? How did this person(s) get to be in charge?

18. How did the people form a government for their new country called the United States? What did they do?

19. Have you ever heard of the Articles of Confederation? If so, tell me what you know about them. (Probe extensively)

20. What is the Constitution of the United States? Tell what you know about it. (Probe extensively: Who wrote it, Why was it written, What is in it, etc.)

21. If there was an argument at lunch recess between some of the kids in this class and some other fifth-graders about who was going to use the soccer field, how do you think it should be handled? (Probe, ask for the "why" and where they learned about it)

22. What happens if you have a different idea about what happened in American history than other kids in class? (Probe)

23. What happens if your idea about American history is different than Ms. Teacher's? What happens then? (Probe)

24. If you got involved in making this neighborhood or community a better place than it is now, what would you do? (Probe)

25. If you got involved in making this country a better place than it is now, what would you do? (Probe, then ask: Which would you rather get involved in improving, the country or the community or both? Why?)

26. When you do assignments for class and to hand in to your teacher, which do you prefer--to work alone, with a partner, or in groups? (Probe)

27. How do you think important decisions should be made here in this class? (Probe) How about at home? (Probe)

28. Did you think learning about the American Revolution and the Constitution was interesting, or not, or what? Tell me what you thought about studying this history. (Probe)

29. What do you think about this interview? Why do you think I'm asking you all these questions?

# Appendix E

TABLE 1. K-W-L DATA

QUESTION 1: What do I know about the American Revolution?

| | Palmer's Class | | |
|---|---|---|---|
| | Males (n=10) | Females (n=10) | TOTAL (N=20) |
| Nothing; not very much | - | 1 | 1 |
| A. Names, Events, and Terms | | | |
| 1. Names | | | |
| George Washington (general) | 3 | 2 | 5 |
| Paul Revere | 5 | 6 | 11 |
| John Adams | 1 | - | 1 |
| Molly Pitcher | 1 | - | 1 |
| 2. Events | | | |
| Boston Tea Party | 4 | - | 4 |
| Paul Revere's Ride | 1 | 1 | 2 |
| Battle of Lexington | 1 | 1 | 2 |
| Minutemen (ready in a minute) | 1 | 1 | 2 |
| Battle of Bunker Hill | - | 2 | 2 |
| 3. Terms | | | |
| Declaration of Independence | - | 1 | 1 |
| Indians | 1 | 1 | 2 |
| Mayflower | 1 | - | 1 |
| Jamestown | 1 | - | 1 |
| B. Cause-Effect Relationships | | | |
| A war for freedom; independence | 1 | - | 1 |
| A war started by America | 1 | 1 | 2 |
| Had to do with taxes (on tea) | 1 | 1 | 2 |
| England fought to control us | 1 | - | 1 |
| Americans won the war | 3 | 2 | 5 |
| Fought over slavery; North won | 1 | - | 1 |
| Trade was a reason for the war | - | 1 | 1 |
| C. General Ideas | | | |
| It was a revolution; a war | - | 2 | 2 |
| Around 1700s; a long time ago | 2 | - | 2 |
| Many people died | 2 | 4 | 6 |
| Lasted for five years | - | 2 | 2 |
| Rebels were mistreated by British | 1 | - | 1 |
| Fought between French and Americans | 1 | - | 1 |
| Brits hired the Hessians | - | 1 | 1 |
| Tories supported England | 1 | 1 | 2 |
| Rebels supported the revolution | 1 | 1 | 2 |
| Cannons, muskets, pistols | 2 | - | 2 |
| The redcoats were coming | 1 | 1 | 2 |
| "Give me liberty or give me death" | 1 | - | 1 |
| Famous war with famous people | 2 | - | 2 |
| No modern weapons | 1 | - | 1 |

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TABLE 2. K-W-L DATA

QUESTION 2: What do I want to know about the American Revolution?

| | Palmer's Class | | |
|---|---|---|---|
| | Males | Females | TOTAL |
| | (n=10) | (n=10) | (N=20) |
| Everything; anything | 2 | 1 | 3 |
| How and why they fought? | 3 | 9 | 12 |
| What women were involved? | 1 | - | 1 |
| Who fought against America? | - | 6 | 6 |
| How many survived? (or died?) | 5 | 4 | 9 |
| When it happened? (or started?) | 5 | 9 | 14 |
| How long did it last? | 3 | 4 | 7 |
| Where did it take place? | 3 | 6 | 9 |
| Who was in it? | 2 | 3 | 5 |
| More about quotations? | 1 | 5 | 6 |
| What were the events? | 1 | 2 | 3 |
| How did it get started? | 2 | 1 | 3 |
| More about battles? | 2 | 1 | 3 |
| More about war leaders? | 2 | 2 | 4 |
| Famous people? | 1 | 3 | 4 |
| What sort of weapons? | 1 | 2 | 3 |
| How did it end? | - | 3 | 3 |
| Who made the flag? | 2 | - | 2 |
| How long ago did it happen? | 1 | 1 | 2 |
| More about places in the war? | - | 1 | 1 |
| Did they sign a treaty? | 1 | - | 1 |
| Who was president? | 1 | - | 1 |
| Were Native Americans in it? | 1 | - | 1 |
| Whose fault was it? | - | 1 | 1 |
| Could they have stopped the war? | - | 1 | 1 |
| Did people want to fight in the war? | - | 1 | 1 |
| What happened because of the war? | - | 1 | 1 |
| Who attacked first? | - | 1 | 1 |
| Why did they fight over a tea party? | 1 | - | 1 |
| Is the woman who made the flag in this story? | - | 1 | 1 |
| What affect does it have on us today? | - | 1 | 1 |

TABLE 3. K-W-L DATA

QUESTION 3: What have I learned about the American Revolution?

| | Palmer's Class | | |
|---|---|---|---|
| | Males (n=12) | Females (n=13) | TOTAL (N=25) |
| A. Recall of Names, Events, Terms | | | |
| 1. Names | | | |
| George Washington (general, leader) | 4 | 7 | 11 |
| Thomas Jefferson | 1 | 9 | 10 |
| Paul Revere (famous ride; had helpers) | 6 | 6 | 12 |
| Ben Franklin | 5 | 7 | 12 |
| Molly Pitcher (helped colonial soldiers) | 8 | 10 | 18 |
| Sam Adams | 5 | 3 | 8 |
| John Hancock | 1 | 5 | 6 |
| Nathan Hale (famous quote) | 3 | 1 | 4 |
| King George | 1 | 3 | 4 |
| James Madison | 2 | 1 | 3 |
| John Adams | 2 | - | 2 |
| Patrick Henry | 2 | - | 2 |
| Benedict Arnold | 2 | - | 2 |
| General Howe | 1 | 1 | 2 |
| John Paul Jones | 1 | - | 1 |
| Lydia Darragh | - | 1 | 1 |
| General Cornwallis | - | 1 | 1 |
| Deborah Sampson | - | 1 | 1 |
| Thomas Paine | - | 1 | 1 |
| Thomas Edison (getting peace in Britain) | 1 | - | 1 |
| 2. Events (with descriptions) | | | |
| Boston Tea Party | 10 | 8 | 18 |
| Boston Massacre | 9 | 2 | 11 |
| Battle at Lexington (first shots) | 1 | 2 | 3 |
| Battle at Concord (second battle) | 1 | 2 | 3 |
| Battle at Saratoga (turning point) | 1 | 1 | 2 |
| Passage of the Bill of Rights | 1 | 4 | 5 |
| Signing of the Declaration of Independence | 5 | 6 | 11 |
| French and Indian War | 4 | 1 | 5 |
| Paul Revere's ride | 4 | 5 | 9 |
| Suprise attack on British/Hessians at Trenton | 3 | 2 | 5 |
| Treaty of Paris signed | 2 | - | 2 |
| King George's passing of unfair taxes | - | 3 | 3 |
| French joined Americans | - | 1 | 1 |
| Winter at Valley Forge | - | 1 | 1 |
| States sent representatives to the Continental Congress | - | 1 | 1 |
| 3. Terms (listed) | | | |
| Continental Congress | 6 | 4 | 10 |
| Hessians | 7 | 2 | 9 |
| Intolerable Acts | 4 | 4 | 8 |
| Declaration of Independence | 4 | 3 | 7 |
| Minutemen | 4 | 3 | 7 |
| Bill of Rights (Amendments) | 2 | 4 | 6 |
| Articles of Confederation | 4 | 1 | 5 |
| Patriots and Loyalists | 1 | 4 | 5 |
| Militia | 1 | 2 | 3 |
| Sons of Liberty | 1 | 1 | 2 |
| Daughters of Liberty | 1 | 1 | 2 |
| Tax Acts (e.g., Stamp Act) | 1 | - | 1 |
| "No taxation without representation" | 1 | 1 | 2 |
| Traitor | 1 | - | 1 |
| Privateers | 2 | - | 2 |
| The American Revolution | 1 | 1 | 2 |
| "Give me liberty or give me death" | - | 1 | 1 |
| "Shot heard 'round the world" | 1 | - | 1 |
| B. Cause-Effect Relationships | | | |
| Colonists fought for freedom from Britain | - | 4 | 4 |
| War fought over "unfair" taxation | - | 2 | 2 |
| Women helped to win the war | - | 3 | 3 |

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| | | | |
|---|---|---|---|
| Many died because of the war | 1 | - | 1 |
| America became the U.S. because they won the war | - | 1 | 1 |
| C. General Ideas and Statements | | | |
| Women had an important role in the war | 1 | 5 | 6 |
| Learned a lot about famous people | 1 | - | 1 |
| Who fought, where, and why | - | 3 | 3 |
| Favorite part was the leaders and female spies | 1 | - | 1 |
| Blacks had a role in the war | 1 | 1 | 2 |
| Britain had the best navy | 3 | - | 3 |
| Many died in many places | 1 | 1 | 2 |
| Learned famous dates and quotations | 1 | - | 1 |
| The British almost won | 1 | - | 1 |
| King George was very selfish/mean | - | 1 | 1 |
| Everybody was bald | 1 | - | 1 |
| America had no navy | 1 | - | 1 |
| Colonists loved tea | 1 | - | 1 |
| Lasted for a long time | - | 1 | 1 |
| I'd like to be brave like Molly Pitcher someday | - | 1 | 1 |
| It was fun to learn about | 2 | 1 | 3 |
| I liked writing the letters to England | 1 | - | 1 |
| People are really racist | - | 1 | 1 |
| Textbook should be more comprehensive | 1 | - | 1 |
| Our teacher did a good job teaching us | - | 1 | 1 |
| I learned everything I wanted to know | - | 1 | 1 |

TABLE 4. STUDENT INTERVIEW DATA BY QUESTION: PALMER'S CLASS

| Students | Barry | Abigail | Adam | Lorrie | Frederic | Lara | TOTAL |
|---|---|---|---|---|---|---|---|
| Achievement | M | M | M | M | L | L | |
| PreUnit 1: The colonies became an independent country. How did that happen? | | | | | | | |
| Not sure; don't know | 1 | 1 | 1 | 1 | - | 1 | 5 |
| Wanted freedom | - | - | 1 | - | 1 | - | 2 |
| Had a war with the British | 1 | - | - | - | - | - | 1 |
| Wanted religious freedom (Pilgrim story) | - | - | - | 1 | - | 1 | 2 |
| The Revolutionary War | - | - | - | - | 1 | - | 1 |
| PostUnit 4: The colonies became an independent country. How did that happen? | | | | | | | |
| Fought a war over taxes and became free from Britain | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Many events led up to the war | 1 | 1 | - | 1 | - | 1 | 4 |
| Colonists wanted independence so the king taxed them | - | - | 1 | - | - | - | 1 |
| PreUnit 2: Why did the colonists change their minds about being ruled by the English king? | | | | | | | |
| Not sure; don't know | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Colonists were being bossed around | - | - | - | - | - | 1 | 1 |
| For freedom of religion | - | 1 | - | - | - | - | 1 |
| They wanted a country of their own | - | - | - | 1 | - | - | 1 |
| PostUnit 5: Why did the colonists change their minds about being ruled by the English king? | | | | | | | |
| Too many taxes | 1 | 1 | - | 1 | 1 | 1 | 5 |
| They wanted freedom | 1 | - | - | - | - | - | 1 |
| Intolerable Acts | - | - | - | - | 1 | - | 1 |
| Not sure; don't know | - | - | 1 | - | - | - | 1 |
| PreUnit 3: What were problems caused by the French and Indian War? | | | | | | | |
| Not sure; don't know | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Many people died | - | - | - | 1 | - | - | 1 |

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TABLE 4 (continued)

| Students<br>Achievement | Barry<br>H | Abigail<br>H | Adam<br>H | Lorrie<br>H | Frederic<br>L | Lara<br>L | TOTAL |
|---|---|---|---|---|---|---|---|
| PostUnit 6: What were problems caused by the French and Indian War? | | | | | | | |
| Not sure; don't know | - | 1 | - | - | - | 1 | 2 |
| Cost Britain a lot of money | 1 | - | - | - | - | - | 1 |
| Many people died | - | - | - | 1 | - | - | 1 |
| Britain made the colonists pay for the war | - | - | 1 | - | 1 | - | 2 |
| No one bought goods from Britain | 1 | - | - | - | - | - | 1 |
| PreUnit 4: What does "no taxation without representation" mean? | | | | | | | |
| Not sure; don't know | 1 | 1 | 1 | 1 | 1 | - | 5 |
| Can't raise taxes without telling why | 1 | - | - | - | - | - | 1 |
| French took the land | - | - | 1 | - | - | - | 1 |
| If you don't know the person, you can't be there | - | - | - | - | - | 1 | 1 |
| PostUnit 7: What does "no taxation without representation mean? | | | | | | | |
| Colonists wouldn't pay taxes unless they had a say about them in Parliament | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Colonists wanted representatives making decisions for them | - | - | - | - | 1 | - | 1 |
| PreUnit 5: What was the Boston Tea Party? | | | | | | | |
| Not sure; don't know | 1 | 1 | 1 | 1 | 1 | - | 5 |
| Colonists dressed as Indians; dumped tea in Boston Harbor | - | - | - | - | - | 1 | 1 |
| Threw tea in the water to turn it red | 1 | - | - | - | - | - | 1 |
| Queen had a party | - | - | - | 1 | - | - | 1 |
| PostUnit 8a: What was the Boston Tea Party? | | | | | | | |
| Colonists dressed as Indians and dumped tea in Boston Harbor as a protest against the British | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| PostUnit 8b: Was this a good idea? | | | | | | | |
| No (wrecked the tea and water) | - | - | - | 1 | - | - | 1 |
| Both a good and bad idea | 1 | 1 | - | - | - | - | 2 |
| It made the king angry but they got their way | - | 1 | - | - | - | - | 1 |

TABLE 4 (continued)

| Students | Barry | Abigail | Adam | Lorrie | Frederic | Lara | TOTAL |
|---|---|---|---|---|---|---|---|
| Achievement | H | H | M | M | L | L | |
| PostUnit 8b (continued) | | | | | | | |
| Good idea; showed we meant business | - | - | - | 1 | 1 | - | 2 |
| I don't know | - | - | 1 | - | - | 1 | 2 |
| PreUnit 6: What was the Declaration of Independence? | | | | | | | |
| Not sure | - | 1 | - | - | - | - | 1 |
| Document that made the colonists separate from England | - | - | - | - | - | 1 | 1 |
| Colonists could now choose their own laws | - | - | - | - | 1 | - | 1 |
| Gives people rights; equality | - | 1 | - | 1 | - | - | 2 |
| Made everyone free; no slaves | 1 | - | - | - | - | - | 1 |
| Lincoln signed papers making people free | - | - | 1 | - | - | - | 1 |
| PostUnit 9: What was the Declaration of Independence? | | | | | | | |
| Document that declared the colonists independent from England | 1 | 1 | 1 | - | 1 | 1 | 5 |
| It meant freedom from the British | 1 | - | - | - | 1 | 1 | 3 |
| Said everyone could have peace | - | - | - | 1 | - | - | 1 |
| PreUnit 7: What was in the Declaration of Independence? | | | | | | | |
| Not sure; don't know | 1 | 1 | 1 | 1 | 1 | - | 5 |
| People should be fair to others | - | - | - | - | - | 1 | 1 |
| PostUnit 10: What was in the Declaration of Independence? | | | | | | | |
| Separates us from Britain | - | - | 1 | - | - | - | 1 |
| Says why we should have independence | - | 1 | - | - | 1 | - | 2 |
| Said Britain could not tax the colonies | - | - | - | - | - | 1 | 1 |
| Heading, preamble, declaration | 1 | - | - | 1 | - | - | 2 |
| I don't remember | 1 | - | - | 1 | - | 1 | 3 |
| PreUnit 8: What did King George think about the colonists? | | | | | | | |
| Pilgrims separated for religious reasons | - | - | - | - | 1 | - | 1 |
| Colonists were crazy | 1 | - | - | - | - | - | 1 |
| They were good colonists | - | - | - | 1 | - | - | 1 |
| He became angry when they rebelled | - | 1 | 1 | - | 1 | 1 | 4 |
| He raised taxes so he had no right to be angry | - | 1 | - | - | - | - | 1 |
| Thought they were bad citizens | 1 | - | - | - | - | - | 1 |

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TABLE 4 (continued)

| Students<br>Achievement | Barry<br>M | Abigail<br>M | Adam<br>M | Lorrie<br>M | Frederic<br>L | Lara<br>L | TOTAL |
|---|---|---|---|---|---|---|---|
| PostUnit 11: What did King George think about the colonists? | | | | | | | |
| He though they were being unfair | - | 1 | 1 | 1 | - | - | 3 |
| He was angry and had a right to be | 1 | 1 | 1 | - | 1 | - | 4 |
| Didn't care what the they thought | - | - | - | - | - | 1 | 1 |
| He had no right to be upset | - | - | - | 1 | 1 | 1 | 3 |
| PreUnit 9: Did all the colonists want to break away or what? | | | | | | | |
| Not sure; don't know | 1 | 1 | 1 | 1 | 1 | - | 5 |
| All or most did | - | - | - | - | - | 1 | 1 |
| Only some did | 1 | - | 1 | 1 | - | - | 3 |
| May have caused a war | 1 | - | - | - | - | - | 1 |
| PostUnit 12: Did all the colonists want to break away or what? | | | | | | | |
| Only some of them did | 1 | 1 | 1 | 1 | 1 | - | 5 |
| Not sure what happened | - | - | 1 | - | 1 | 1 | 3 |
| Some fought each other | 1 | 1 | - | 1 | 1 | - | 4 |
| Third did, third didn't, third didn't care | - | - | - | - | - | 1 | 1 |
| Most of them did | 1 | - | - | - | - | - | 1 |
| Patriots broke away; loyalists stayed loyal to England | 1 | 1 | - | - | - | - | 2 |
| PreUnit 10: Eventually fighting broke out. What happened? Why? | | | | | | | |
| Not sure; don't know | 1 | 1 | - | - | - | 1 | 3 |
| Patriots won | - | - | 1 | - | 1 | - | 2 |
| Many were killed | - | - | - | 1 | 1 | - | 2 |
| Patriots and troops fought | 1 | - | - | - | - | - | 1 |
| Paul Revere warned about the British | - | - | 1 | - | - | - | 1 |
| The Redcoats won | - | - | - | 1 | - | - | 1 |
| PostUnit 13: Eventually fighting broke out. What happened? Why? | | | | | | | |
| Not sure; don't know | - | 1 | - | - | - | - | 1 |
| Battle of Lexington | - | - | 1 | - | 1 | 1 | 3 |
| Colonists fought for freedom | 1 | - | - | - | 1 | - | 2 |
| Boston Massacre started the war | - | - | - | 1 | - | - | 1 |
| Redcoats tried to stop the colonists from separating | 1 | - | 1 | - | - | - | 2 |
| We don't know who shot first | - | 1 | 1 | - | 1 | 1 | 4 |
| Paul Revere warned the colonists | - | - | 1 | - | 1 | - | 2 |
| PreUnit 11: Leaders in the American Revolution? | | | | | | | |
| Not sure; don't know | - | 1 | - | - | - | - | 1 |
| Ben Franklin | - | - | - | 1 | - | - | 1 |

TABLE 4 (continued)

| Students | Barry | Abigail | Adam | Lorrie | Frederic | Lara | TOTAL |
|---|---|---|---|---|---|---|---|
| Achievement | H | H | M | M | L | L | |
| PreUnit 11 (continued) | | | | | | | |
| Paul Revere | - | - | 1 | - | - | - | 1 |
| George Washington | - | 1 | 1 | - | 1 | 1 | 4 |
| Abraham Lincoln | 1 | - | - | - | - | - | 1 |
| John Hancock | - | - | - | - | 1 | - | 1 |
| Thomas Jefferson | - | - | - | - | 1 | - | 1 |
| Gives details on at least one person | - | 1 | - | - | 1 | - | 2 |
| PostUnit 14: Who were the leaders in the American Revolution? | | | | | | | |
| Thomas Jefferson | 1 | - | 1 | - | - | 1 | 3 |
| George Washington | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Paul Revere | - | 1 | 1 | 1 | - | - | 3 |
| Ben Franklin | 1 | - | - | - | - | 1 | 2 |
| Patrick Henry | - | - | - | - | 1 | - | 1 |
| Nathan Hale | - | - | - | - | 1 | - | 1 |
| Gives details on at least one person | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| PreUnit 12: Who were some of the women of the Revolution era? | | | | | | | |
| Not sure; don't know | - | 1 | 1 | 1 | - | - | 3 |
| Betsy Ross | - | 1 | - | - | - | - | 1 |
| Molly Pitcher | 1 | - | 1 | - | 1 | - | 3 |
| George Washington | - | - | - | - | - | 1 | 1 |
| PostUnit 15: Who were some of the women of the Revolution era? | | | | | | | |
| Not sure; don't know | - | - | - | 1 | 1 | - | 2 |
| Molly Pitcher | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Phoebe, the spy | - | - | 1 | - | - | - | 1 |
| Gives details on at least one person | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| PreUnit 13: What happened after the war was over? | | | | | | | |
| Not sure; don't know | - | 1 | 1 | - | - | - | 2 |
| Americans fought and won | - | 1 | - | - | 1 | - | 2 |
| People fought; claimed land | 1 | - | - | - | - | - | 1 |
| Everyone had freedom | - | - | - | 1 | - | - | 1 |
| They made peace | - | - | - | - | - | 1 | 1 |
| PostUnit 16: What happened after the war was over? | | | | | | | |
| The colonists won | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Created laws to run the country | 1 | 1 | - | - | - | - | 2 |
| Gave power to central gov't. | - | 1 | - | - | - | - | 1 |
| Voted for representatives | 1 | - | - | - | - | - | 1 |
| Had branches of government | - | 1 | - | - | - | - | 1 |
| Made a peace treaty | - | - | 1 | - | - | - | 1 |

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TABLE 4 (continued)

| Students | Barry | Abigail | Adam | Lorrie | Frederic | Lara | TOTAL |
|---|---|---|---|---|---|---|---|
| Achievement | H | H | M | M | L | L | |
| PreUnit 14: How were the 13 Unites States different from the 13 colonies? | | | | | | | |
| They made their own decisions | 1 | - | 1 | - | - | - | 2 |
| They were united as one | - | 1 | - | - | - | 1 | 2 |
| Divided into states | - | 1 | - | - | - | - | 1 |
| They had presidents | 1 | 1 | 1 | - | - | 1 | 1 |
| Created Congress | 1 | - | - | - | - | - | 1 |
| Colonies looked like parks | - | - | - | 1 | - | - | 1 |
| Not sure; don't know | 1 | - | 1 | - | 1 | 1 | 4 |
| PostUnit 17: How were the 13 United States different from the 13 colonies? | | | | | | | |
| Created laws to join together as one; wrote the Constitution | - | 1 | - | - | - | - | 1 |
| Got a president to lead the U.S. | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Got representatives to make laws | 1 | - | - | - | - | - | 1 |
| Made a democracy | - | - | 1 | - | 1 | - | 2 |
| Don't know; not sure | - | - | - | - | - | 1 | 1 |
| PreUnit 15: How did the people form a new government? | | | | | | | |
| Not sure; don't know | 1 | - | - | - | 1 | - | 2 |
| Had leaders make decisions | - | 1 | 1 | 1 | 1 | 1 | 5 |
| Columbus helped them | - | 1 | - | - | - | - | 1 |
| They had meetings | - | - | 1 | 1 | - | 1 | 3 |
| PostUnit 18: How did the people form a new government? | | | | | | | |
| Not sure; don't know | - | - | - | - | 1 | 1 | 2 |
| People met to make a government | - | 1 | 1 | 1 | 1 | 1 | 5 |
| Voted to have a president | 1 | - | 1 | - | - | - | 2 |
| Branches of government | - | 1 | - | - | 1 | - | 2 |
| PreUnit 16: What do you know about the Articles of Confederation? | | | | | | | |
| Not sure; nothing | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| PostUnit 19: What do you know about the Articles of Confederation? | | | | | | | |
| Not sure; don't remember | 1 | 1 | - | 1 | - | 1 | 4 |
| Form of government people didn't agree with | - | - | 1 | - | - | - | 1 |
| Weak form of central government | - | - | - | - | 1 | - | 1 |

TABLE 4 (continued)

| Students | Barry | Abigail | Adam | Lorrie | Frederic | Lara | TOTAL |
|---|---|---|---|---|---|---|---|
| Achievement | H | H | M | M | L | L | |
| PreUnit 17: What is the Constitution? Explain. | | | | | | | |
| Not sure; don't know | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| It's about freedom, rights, laws | - | - | - | - | 1 | - | 1 |
| About a group of people that helps with laws | 1 | - | - | - | - | - | 1 |
| PostUnit 20: What is the Constitution? Explain. | | | | | | | |
| How the government works; explains laws in the U.S. | 1 | - | - | - | 1 | - | 2 |
| It guarantees people's rights | 1 | 1 | 1 | - | 1 | - | 4 |
| It's about amendments | - | - | 1 | 1 | - | 1 | 3 |
| Not sure; don't know | - | 1 | 1 | 1 | - | 1 | 4 |
| PreUnit 18: How do you think an argument over the use of the tennis court should be handled? | | | | | | | |
| Share the space | 1 | - | 1 | 1 | 1 | - | 4 |
| Switch it off by recesses | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Talk out a solution | 1 | 1 | 1 | - | 1 | 1 | 5 |
| Reach consensus | - | 1 | - | - | - | - | 1 |
| Have an adult decide | 1 | 1 | 1 | - | - | - | 3 |
| Whoever gets there first | 1 | - | - | - | - | - | 1 |
| Get into a fight; just kidding | - | - | - | - | - | 1 | 1 |
| PostUnit 21: How do you think an argument over use of the soccer field should be handled? | | | | | | | |
| Fairly, with equal treatment | 1 | - | - | - | - | - | 1 |
| Switch off by recess | 1 | 1 | 1 | - | 1 | - | 4 |
| Ask a teacher to arbitrate | - | - | 1 | 1 | - | 1 | 3 |
| No fighting | - | - | - | 1 | 1 | 1 | 3 |
| Split the field in half | - | - | 1 | - | - | - | 1 |
| Talk out a solution | - | 1 | 1 | 1 | - | 1 | 4 |
| Share the space | 1 | 1 | 1 | 1 | - | 1 | 5 |
| PreUnit 19: What happens if you have a different idea about history than other kids in class? | | | | | | | |
| That's OK | 1 | 1 | - | 1 | 1 | 1 | 5 |
| People have a right to their opinion | - | - | 1 | - | - | - | 1 |
| We have debates of pros and cons | - | - | - | - | 1 | - | 1 |
| Refer to the book to prove your idea | 1 | 1 | - | - | - | 1 | 3 |
| Agree to disagree | - | - | - | 1 | - | - | 1 |
| Sometimes there's only opinions | - | 1 | - | - | - | 1 | 2 |
| Teacher keeps arguments under control | - | - | - | - | 1 | - | 1 |

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TABLE 4 (continued)

| Students<br>Achievement | Barry<br>H | Abigail<br>H | Adam<br>M | Lorrie<br>M | Frederic<br>L | Lara<br>L | TOTAL |
|---|---|---|---|---|---|---|---|
| PostUnit 22: What happens if you have a different idea about history than other kids in class? | | | | | | | |
| That's OK | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Check books to prove ideas | 1 | - | - | 1 | 1 | 1 | 4 |
| Reach consensus | - | - | - | - | 1 | - | 1 |
| History is mostly facts but some opinions | 1 | - | - | - | - | - | 1 |
| The most evidence would solve it | - | 1 | - | - | 1 | - | 2 |
| Talk out ideas | - | 1 | - | 1 | 1 | - | 3 |
| Choose the side that's fair | - | 1 | - | - | - | - | 1 |
| PreUnit 20: What happens if your idea about history is different from your teacher's? | | | | | | | |
| That's OK | 1 | 1 | - | 1 | 1 | 1 | 5 |
| People have a right to their opinion | - | - | 1 | - | 1 | - | 2 |
| When you disagree, talk it over | 1 | - | - | - | - | - | 1 |
| She usually wins | 1 | - | - | - | - | - | 1 |
| It hasn't happened to me | - | 1 | - | - | - | - | 1 |
| You have to be respectful | - | - | - | - | 1 | - | 1 |
| PostUnit 23: What happens if your idea about history is different from your teacher's? | | | | | | | |
| That's OK | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| If it comes up on a test, then she's right | - | - | - | - | - | 1 | 1 |
| Check the book; don't make a big argument of it | 1 | - | - | - | - | - | 1 |
| Speak your own opinion | - | 1 | - | 1 | 1 | - | 3 |
| Teachers aren't supposed to tell kids what to believe | - | 1 | - | - | - | - | 1 |
| PreUnit 21: What would you do to improve your community or neighborhood? | | | | | | | |
| Not sure; don't know | 1 | - | - | - | - | - | 1 |
| Clean up pollution | - | - | 1 | - | - | - | 1 |
| Recycle | - | - | - | - | - | 1 | 1 |
| Create gun laws | - | - | - | - | 1 | - | 1 |
| It's pretty good as it is | 1 | - | - | - | - | - | 1 |
| Make places closer together | - | 1 | - | - | - | - | 1 |
| Make an ice-skating rink | - | 1 | - | - | - | - | 1 |
| Have local picnics | - | 1 | - | - | - | - | 1 |
| Plant trees | - | - | - | 1 | - | - | 1 |
| PostUnit 24: What would you do to improve your community? | | | | | | | |
| Clean up pollution | - | 1 | 1 | 1 | 1 | - | 4 |
| Make the schools better | 1 | - | 1 | - | - | - | 2 |
| Get rid of gangs; violence | - | - | - | - | 1 | - | 1 |
| Better protection | 1 | - | - | - | 1 | - | 2 |
| Put bad people in jail | - | 1 | - | - | - | - | 1 |

TABLE 4 (continued)

| Students | Barry | Abigail | Adam | Lorrie | Frederic | Lara | TOTAL |
|---|---|---|---|---|---|---|---|
| Achievement | H | H | M | M | L | L | |
| PostUnit 24 (continued) | | | | | | | |
| Recycle | - | - | - | 1 | - | 1 | 2 |
| PreUnit 22: What would you do to make this country a better place? | | | | | | | |
| Not sure; don't know | - | - | - | - | 1 | - | 1 |
| Support peace | 1 | 1 | - | - | - | 1 | 3 |
| Too risky to improve country | - | - | 1 | - | 1 | - | 2 |
| Laws about pollution | 1 | - | 1 | 1 | - | 1 | 4 |
| Feed people | 1 | - | - | - | - | - | 1 |
| No drinking; drugs | - | 1 | - | - | - | - | 1 |
| Plant trees | - | - | - | 1 | - | - | 1 |
| Live like the Indians | - | - | - | - | - | 1 | 1 |
| PostUnit 25: What would you do to improve this country? Which would you prefer: improve the country or local community? | | | | | | | |
| Improve the country; bigger benefits | - | 1 | 1 | 1 | 1 | - | 4 |
| Improve the community; easier | 1 | 1 | - | 1 | - | 1 | 4 |
| World peace | - | 1 | - | - | - | - | 1 |
| Clean things up; e.g., crime | 1 | 1 | 1 | - | 1 | 1 | 5 |
| Plant trees; recycle | - | - | - | 1 | - | - | 1 |
| PreUnit 23: When doing assignments, do you prefer to work in groups, pairs, or alone? Why? | | | | | | | |
| Groups: It's more fun, you learn more, more ideas | - | - | - | 1 | - | - | 1 |
| Pairs: Easier to concentrate | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Alone: Concentrate better | - | 1 | - | - | - | - | 1 |
| Depends on the assignment and your partner | 1 | 1 | - | - | - | - | 2 |
| Too much arguing in a group | 1 | - | 1 | - | - | 1 | 3 |
| PostUnit 26: When doing assignments, do you prefer to work in groups, pairs, or alone? Why? | | | | | | | |
| Groups: Better ideas, learn more, it's fun, you can collaborate, if it's quiet | - | - | - | 1 | 1 | - | 2 |
| Pairs: Easier, more ideas, a group is too hard--when people disagree, confusing | 1 | - | 1 | - | - | 1 | 3 |
| Alone: Sometimes it's faster, too much shouting groups | - | 1 | - | - | - | - | 1 |
| Depends on subject and assignment | - | 1 | - | - | 1 | - | 2 |
| PreUnit 24: How do you think important decisions should be made in this class? | | | | | | | |
| Vote on them | 1 | 1 | - | - | 1 | - | 3 |

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TABLE 4 (continued)

| Students | Barry | Abigail | Adam | Lorrie | Frederic | Lara | TOTAL |
|---|---|---|---|---|---|---|---|
| Achievement | H | H | M | M | L | L | |
| PreUnit 24 (continued) | | | | | | | |
| Talk about decisions before voting | - | - | 1 | - | - | 1 | 2 |
| Some decisions should be made by those in charge | 1 | - | - | 1 | - | 1 | 3 |
| Majority rule | - | - | 1 | - | - | - | 1 |
| No key issue has come up | 1 | - | - | - | 1 | - | 2 |
| PostUnit 27: How do you think important decisions should be made in this class? | | | | | | | |
| Vote on them | 1 | 1 | - | - | 1 | - | 3 |
| Majority rule | - | - | - | 1 | - | - | 1 |
| Talk about decisions | - | 1 | 1 | - | 1 | 1 | 4 |
| Teacher can choose sometimes but should listen to students | - | - | 1 | 1 | 1 | 1 | 4 |
| Teacher could choose what to teach | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Students should not make decisions about what they learn | - | - | - | 1 | 1 | - | 2 |
| PostUnit 28: Did you find about this period in history interesting? Explain. | | | | | | | |
| I found it interesting | 1 | - | 1 | - | 1 | 1 | 4 |
| Some parts not very interesting | - | 1 | - | - | - | - | 1 |
| The war itself | - | - | 1 | - | 1 | - | 2 |
| The Boston Tea Party | - | - | 1 | 1 | - | - | 2 |
| Story about Paul Revere | - | - | - | - | - | 1 | 1 |
| The amendements | 1 | 1 | - | - | - | - | 2 |
| The "tax simulation" exercise | - | 1 | - | - | - | 1 | 2 |
| PostUnit 1: What do you think history is? | | | | | | | |
| What happened in the past | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Most important things in the past | 1 | - | - | 1 | - | - | 2 |
| Things that changed the world | 1 | - | - | - | 1 | - | 2 |
| Dates we write down | - | - | - | - | - | 1 | 1 |
| PostUnit 2: Why do you think they teach you about history in school? | | | | | | | |
| To know about how the country came to be | 1 | - | 1 | - | 1 | - | 3 |
| It can help you get a job | - | - | - | 1 | - | - | 1 |
| So you know what happened in the past and why | 1 | 1 | 1 | - | 1 | - | 4 |
| Helps correct problems from the past | - | - | - | - | - | 1 | 1 |
| You may want to be an historian | - | 1 | - | - | - | - | 1 |
| Where else would you learn it | - | 1 | - | - | - | - | 1 |
| I'm not sure | - | - | 1 | 1 | 1 | - | 3 |

TABLE 4 (continued)

| Students<br>Achievement | Barry<br>H | Abigail<br>H | Adam<br>M | Lorrie<br>M | Frederic<br>L | Lara<br>L | TOTAL |
|---|---|---|---|---|---|---|---|
| PostUnit 3: How might learning history help you in your life away from school? | | | | | | | |
| Helps you in school | - | - | - | 1 | - | 1 | 2 |
| Helps you in life in general | 1 | - | - | - | 1 | - | 2 |
| You could quiz your friends | - | 1 | - | - | - | - | 1 |
| Help your own kids when they're in school | - | - | - | - | - | 1 | 1 |
| So you can tell your parents what you learned | - | - | 1 | - | - | - | 1 |
| I'm not sure | 1 | - | 1 | - | 1 | 1 | 4 |

## TABLE 5. SILVER BURDETT AND GINN TEST RESULTS: PALMER'S CLASS

| | Palmer's Class* (N=25) |
|---|---|
| 35 Multiple Choice Items | |
| Mean Raw Score (Percentage Correct) | 27.6 (79%) |
| High Score (Percentage Correct) | 34 (97%) (n=3) |
| Low Score (Percentage Correct) | 13 (37%) (n=1) |
| Median Score (Percentage Correct) | 28.5 (81%) |

Note: Statistical tests were insignificant.

*Palmer did not give point scores for essay questions, only "credit" or "partial credit" assessments. Eighteen of the 25 students received full credit for their essay responses; the remaining seven received partial credit.

# Appendix F

## References For Materials Used In The Unit

**Printed Material:**

Primary textbook: *The United States Yesterday and Today*. (1988). Morristown (NJ): Silver Burdett and Ginn.

Supplementary textbook: *Our Country's History*. (1981). Austin (TX): Steck-Vaughn/Scholastic.

Other books:

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------------ (1987). The men who were so panic struck. In M. Meltzer (Ed.), *The American revolutionaries: A history in their own words, 1750-1800*. New York: Crowell.

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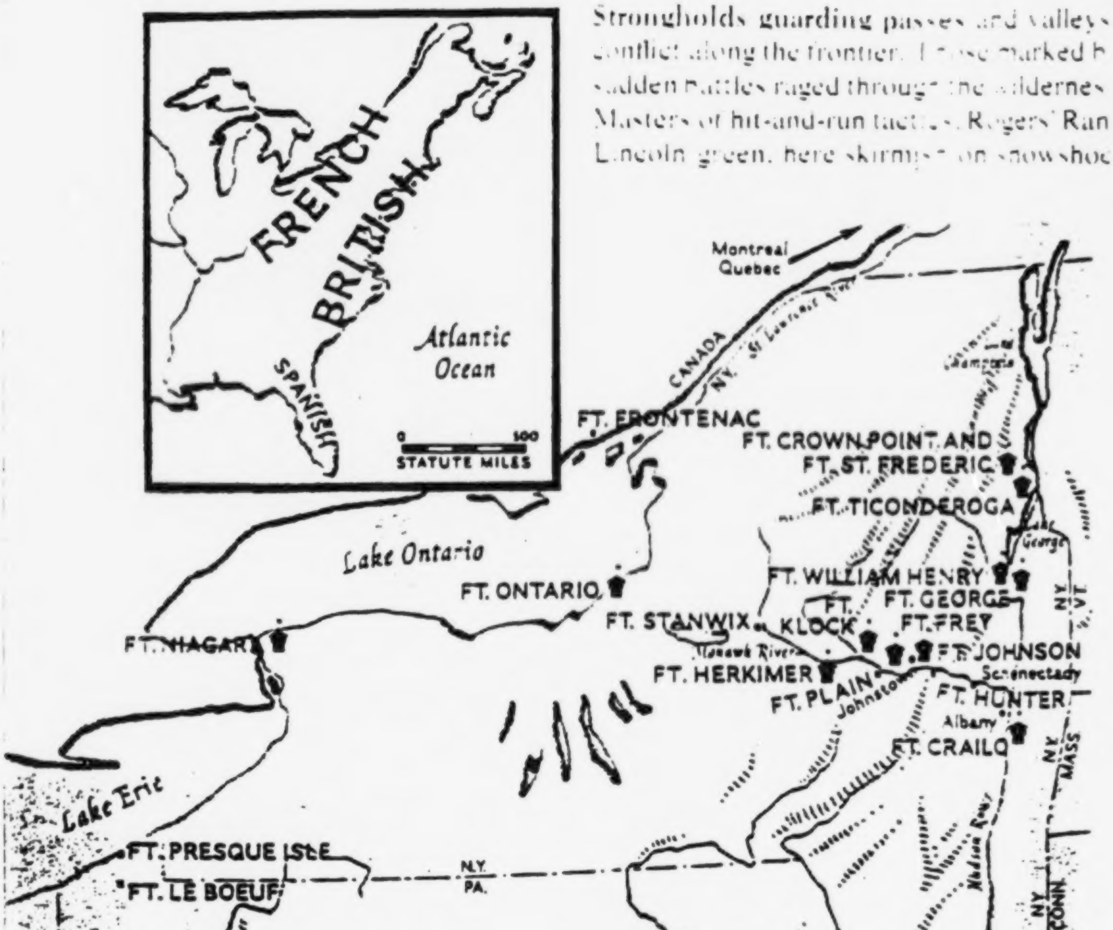
*Becoming a nation*. (1976/1978). Chicago: Society for Visual Education/ Singer Corp. AV Series.


FRENCH
BRITISH
SPANISH
Atlantic Ocean
0 100
STATUTE MILES
Montreal
Quebec
CANADA
N.Y.
St. Lawrence River
Champlain
FT. FRONTENAC
FT. CROWN POINT AND
FT. ST. FREDERIC
FT. TICONDEROGA
Lake George
Lake Ontario
FT. WILLIAM HENRY
FT. ONTARIO
FT. GEORGE
FT. STANWIX
FT. KLOCK
FT. FREY
FT. NIAGARA
FT. JOHNSON
Mohawk River
FT. HERKIMER
Schenectady
FT. PLAIN
Johnstown
FT. HUNTER
Albany
FT. CRAILO
NY VT
NY MASS
Lake Erie
FT. PRESQUE ISLE
N.Y.
PA.
FT. LE BOEUF
Allegheny River
Hudson River
NY CONN
FORTY FORT
NY NJ
Susquehanna River
Delaware River
FT. AUGUSTA
Easton
New York
Ohio River
FT. PITT (DUQUESNE)
Bushy Run Battlefield
Womelsdorf
Harris Ferry
FT. LIGONIER
Forbes's Road
Monongahela River
FT. BEDFORD
FT. LOUDON
NJ PA
Philadelphia
Braddock's Road
FT. CUMBERLAND
FT. NECESSITY NATIONAL BATTLEFIELD
FT. FREDERICK
CRESAP'S FORT
Baltimore
MD VA
DEL MD
Potomac River
Chesapeake Bay
Delaware Bay
Atlantic Ocean
0 25 50 100
STATUTE MILES
FRONTIER FORTS AND FORTIFIED HOUSES
RUINS OR RESTORATION
SITE ONLY
NATIONAL GEOGRAPHIC MAP BY IRVIN E. ALLEMAN

Strongholds guarding passes and valleys
conflict along the frontier. Those marked b
sudden battles raged through the wildernes
Masters of hit-and-run tactics, Rogers' Ran
Lincoln green, here skirmish on snowshoe

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Appendix H

# FRENCH AND INDIAN WAR(1756-1763)

Answer true or False.

George Washington was only twenty-one when he was an officer in the French and Indian War. t f

France and Britain were fighting this war against each other. t f

The French sought the aid of the Indians to help them fight the British. t f

The British were the colonists and the British soldiers sent over from Britian. t f

The English controlled the land along the Atlantic Coast. t f

The French had the land west of the Allegheny Mountains and the city of New Orleans. t f

George Washington never lost a battle in all his military career. t f

The French built Fort Dusquesne after they won a battle in the Ohio Valley.
t f

British colonists outnumbered the French by two to one. t f

The French were winning the war because the colonists didn't care.
t f

King George sent over more troops of British soldiers to help fight the Indians and the French. t f

The results of the Treaty were very good for the French. t f

The results of the Treaty were very good for the British. t f

Britiain got all of North America east of the Mississippi. t f

Britain also won control over Canada.
t f

The frontier was open to the settlers again, because before they were not allowed past the Allegheny Mountains.
t f

The colonists liked belonging to the Parliament. t f

Custom officers were very highly

respected men by the colonists. t f

Britian expected the colonists to pay for the French and Indian War. t f

British Parliament started to pass laws that helped British Trade but harmed the colonists. t f

The Stamp Act was one of the Colonists favorite hobbies. t f

Ms. [redacted] thinks her students are the most wonderful kids in [redacted] School. t t

# THE FAMILY

PLEASE PAY $25.00 FOR EXPENSES INCURRED BY THE FRENCH AND INDIAN WAR.

PLEASE PAY $4.00 FOR NEW UNIFORMS FOR THE BRITISH SOLDIERS.

PLEASE PAY$2.00 FOR MORE AMUNITION FOR THE SOLDIERS WHO FOUGHT IN THE FRENCH AND INDIAN WAR.

PLEASE BUY $2.00 MORE FOOD FOR THE SOLDIERS YOU HAVE TO FEED THAT ARE STAYING WITH YOU.

PLEASE PAY $1.00 FOR THE NEW STRAW THAT GOES IN THE NEW BED YOU HAVE TO BUY FOR THE SOLDIERS THAT ARE STAYING WITH YOU.

PLEASE BUY $5.00 WORTH OF STAMPS FOR TEA, SUGAR AND OTHER FOOD GOODS THAT YOU WILL BE BUYING AT THE SUPPLY STORE.

PLEASE PAY YOUR TAXES!$35.00

yOU NEED MORE PAPER, GLASS AND LEAD, PLEASE PAY THE TAX ON THESE ITEMS FIRST.  $6.00

YOU NEED MORE FOOD FOR YOUR FAMILY, PLEASE PAY $4.00.

YOU ARE BEING FINED FOR THE PART THE COLONISTS PLAYED IN THE BOSTON TEA PARTY.  PAY $3.00 PER LB. OR NO TEA!

YOU NEED TO PAY FOR THE BRITISH SOLDIERS THAT ARE IN YOUR CITY. $15.00

THE FATHER OF YOUR FAMILY GOT SICK AND YOU MUST GET SOME MEDICINE FROM THE DOCTOR. $14.00

THE PLOW HORSE NEEDS NEW SHOES. tHE BLACKSMITH CHARGE IS $2.00 PER SHOE.

THE YOUNGEST CHILD IN THE FAMILY TOOK ILL. hE'S GOT PNEUMONIA. HE NEEDS HOT TEA! THERE'S A BOYCOTT. YOU BUY TEA $15.00!

THE SONS OF LIBERTY ARE MAD AT YOU FOR BREAKING THE BOYCOTT, YOU HAVE TO FIX THE FENCE THEY TORE UP ANOTHER $25.00.

KING GEORGE WANTS SOME NEW

**Directions:** Listed below are some important events and the year in which they occurred. Under each event, write another important event that happened during the same year.

1 1774 Parliament closes the port of Boston.

______________________________

2 1775 General Gage orders English troops to destroy militia supplies at Concord.

______________________________

3 1776 Congress asks Thomas Jefferson to write a Declaration of Independence.

______________________________

4 1777 Many English soldiers are captured at Saratoga.

______________________________

5 1778 The French declare war on England.

______________________________

6 1779 Spain enters the war as an ally of France.

______________________________

7 1781 A large English army sets up camp at Yorktown, Virginia.

______________________________

8 1783 A peace treaty is signed with England in Paris.

______________________________

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Use with the filmstrip
**Winning Independence 314B-6-AS**

**Directions:** Listed below are 12 factors that helped either the Americans or the English during the Revolutionary War. In each blank space, write an A if the factor was an advantage to the Americans, or write an E if the factor was an advantage to the English. Then, in the space underneath, write a paragraph explaining why you think America was able to win independence from England; support your statements with evidence.

____ 1 We fought the war on our own familiar territory.

____ 2 We had the best navy in the world.

____ 3 We had to transport troops across the ocean.

____ 4 We were fighting for a cause we believed in.

____ 5 We had the most wealth to support a war.

____ 6 We were divided among ourselves about independence.

____ 7 We had the support of France.

____ 8 We learned how to fight with guerilla tactics.

____ 9 We had to rely on inexperienced soldiers.

____ 10 We were able to get loans from Spain.

____ 11 We had many factories for manufacturing weapons.

____ 12 We had to run the war with a new government.

Now write a paragraph explaining why you think the Americans won the Revolutionary War:

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**Winning Independence 314B-6-AS**

## Testing Your Terminology

**Directions:** Put the letter of the definition in the blank next to the appropriate word. Then, use the word in a sentence about the Revolutionary War.

1 revolution

2 declaration

3 representative

4 militia

5 Congress

6 government

7 petition

8 right

9 treaty

10 independence

**A.** a volunteer army of citizen soldiers

**B.** a signed agreement between two or more nations

**C.** a formal request to someone in authority for a right or privilege

**D.** a complete change in government

**E.** a meeting or convention

**F.** freedom from the control or rule of others

**G.** a system of ruling, or the people who rule

**H.** a person elected to act or speak for a group of citizens

**I.** a just claim or something that is due to a person

**J.** a public statement

Now, write each word in a sentence of your own

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Appendix K

# The Pennsylvania Gazette

Volume LX

June 15, 1801
Three cents

## White House Finished

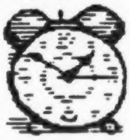
The Presidential White House is finally finished! See A5.

## B. Arnold Dies: His Story

Just yesterday morning, Benedict Arnold, the greatest traitor of the Revolution, died in bed. He had suffered from asthma, gout, and dropsy, said Peggy Arnold. "He was so down that Benedict hasn't been able to have any joy in life for the last several months," quoted Peggy. "His name can never appear in permanent form", quoted citizens, but his dates on a statue may be put up. Citizens will not stand to have the name of this traitor put up.

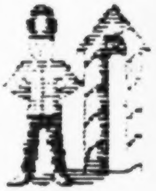
Benedict was born on Jan. 14, 1741, into a prosperous family, but soon his father's business went downhill and his father started heavily drinking. No longer was the Arnold family respected, for wealth or honor. It was now very hard for Mrs. Arnold to walk up to the front pew in the church, reserved for "the honored families". As a young boy Benedict loved to do daring things. Once, he climbed onto the top of a burning house, which the firemen had given up on, and walked across a remaining beam. Luckily, Benedict made it across. He knew he wanted to be a daring soldier when he grew up. He was a very popular boy, because of his daring acts. While a teenager, his mother died. His father began drinking more heavily, and soon he died. Benedict, meanwhile, was working at his uncle, Mr Lathrop's house in New Haven, to be kept out of more trouble. Benedict's older sister, Hannah, had taken over the house. Soon, the Revolution started. Benedict was sent off to fight, just as he had dreamed. But the battle ended before Benedict even reached the battlegrounds. Benedict was discouraged.

**Jacobson's quality clocks.**
**15 Delphi Ave.**
**2 Adams Lane**



When Benedict became twenty-nine years old he was given twenty-five British pounds for his service, and was free to go on his own. Benedict decided that like Lathrop he would begin an apothecary, and become wealthy.

Benedict started an apothecary, and (although he had huge loans) he managed to make a large sum. In 1767 he was married to Peggy Mansfield, daughter of the town's Sheriff. In December 1774, Benedict joined the new sixty-man militia in New Haven. March of the next year Benedict became captain of the militia. Benedict loved the job. His childhood dreams had almost come true. In April 1774, after the British left Boston, and the first shots were fired at Lexington, when the news reached New Haven, he immediately headed his troops to go north. There was a town meeting while the troops were being readied. They decided that the Lexington affair might just be a minor fracas and that no action should be



Arnold in His Uniform.

**9 German Shepherds for sale. Inquire at 33 Oak St., 4 Washington Ave. 1.50 dollars each negotiatable. 4 to 6 weeks old.**

## Murder On King Street

John Fresfield was killed two days ago on King St. by

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taken by Hans Smitenbochen Smiten-
Arnold bochen will go to the asylum on
was injur- of Parlent St. See AD
ated and decided he should go anyways. He forced Colonel Wooster, in charge of the magazine, to give up the keys. Upon reaching Cambridge, Arnold's well-disciplined army made an impression on the ruthless militia camps that were already there. The other militia groups had little in the way of arms and ammunition, and they decided to attack Fort Ticonderoga, which was not heavily guarded but had plentiful supplies. The militia sent a British soldier's body to the British at Fort Ticonderoga, and told them they were sorry, that no official war was going on. There was no difficulty at finding support for the war. The soldiers upon arriving at Fort Ticonderoga, snuck in and shouted, 'Come out of there, you damned old rat!' to the commanding officer. A half dressed officer rushed into the hallway. "By what authority do you assault a British fortress?" Ethan Allen, one of the commanders, cried "I come in the name of the great Jehovah and the Continental Congress."

**Maiment's arbor, 2161 Boston Ave., gardening supplies, plants, trees, and seeds available. Pear trees now only 40 cents half-grown.**

The officer seemed unimpressed. He went into his room and when he came out he was in his full dress uniform. While Benedict and Ethan Allen were shouting, the officer walked over to the window and looked out. When he saw that all his men were being held at gunpoint, he handed his sword to . Allen. Fort Ticonderoga, with its plentiful supply of arms and ammunition, was in the hands of the colonies–Massachussetts, Connecticut, and Allen's Green Mountain Boys. It wasn't clear to which of these groups it belonged, but at least it wasn't under British control.

Benedict sailed a captured British vessel to the garrison at St. Johns on the northern part of Lake Champlain. He made a surprise attack, and took the garrison and captured a large sloop with two brass cannons. With this succes, he settled down to keeping command, and supervising his army. Suddenly, Colonel Hinman from Connecticut arrived to take command of Fort Ticonderoga. When Massachusetts sent a committee to confirm it, Benedict learned he was second. Benedict declared he would be second to no one. Massachusetts shouldn't have given him the job if they didn't trust him. One of Benedict's most successful battles, but also one of the most insulting events that happened to him.

Benedict went on fighting for a long time until his power gradually gave out and his leg was badly wounded in battle. His wife had died however he had married Peggy Shippen, a Tory.

Soon it just got too tough for Benedict Arnold. He just couldn't think of what he could do to become the respected, powerful general he often dreamed of becoming.

## New York Stock Exchange Founded

The NYSE is now available for all types of share-trading. See AD. STOCKS.

**Young Arabian colts available. One pound each, negotiatable. Six to eight weeks old. Eighteen available. Also available: twenty-five four two six week old lambs, available at sixty cents per pair, negotiatable. Geese /swine, fifty cents score/fifty cents head.**

Benedict had heard of traitors helping the opponent win the war but bringing peace to the country. So what would normally be the highest act of treason, might actually be the highest act of heroism. Benedict decided he would ask the British to hire him. Then he would help them take West Point. But wait, Benedict was not in command of West Point! After the difficulty of getting control of West Point, Benedict began writing letters to a British soldier, Major Andre. He wrote them in a secret code. After the British had agreed to pay him ten thousand pounds for his services (he asked for fifteen thousand), he went into action.

Andre was riding along, on a mission to deliver some secret papers to his general. He met some American guards. One was wearing a Hessian's jacket, and Andre told him of his mission. He was then told that the guards were Patriots. Andre' was not an experienced spy. They asked him to remove his clothes, and when his boots were removed, they found the secret papers hidden there. He was put in prison. People began to feel sorry for him. He was so talented in art, and many other ways, and he was only doing his duty, people thought. He was hanged as a spy. People immediately wanted to get at Arnold, for being a traitor and leading Andre to his death. Benedict and his wife Peggy went to England to talk with the King. The queen liked Peggy, and they were often seen at the palace. The king and Benedict were talking about strategies, when news came in that the British had surrendered. The king and Benedict agreed exactly, the war couldn't be over. The king said he wouldn't let it be over. But it was.

Benedict went home to New York. He

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was opressed by everybody around him. He has lived in New York up until his death yesterday morning.

## NYSE: Continued

NYSE has only accepted this stock so far:

**Malvo's Meats: Two cents share**

No other information is available yet, since no trading has yet gone on. Tomorrow's newspaper will include more information. "We are off to a good start!" John Smith, Mgr. says.

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Name ________________________________________

# Silver Burdett & Ginn Social Studies

**LESSON 1**
**PRACTICE MASTER**

## USING VOCABULARY

▶ Read each sentence below. Write **True** if the statement is true and **False** if it is false. If the statement is false, rewrite the sentence so that it uses the underlined term correctly.

____________ 1. Colonists were to pay taxes to help support the British government.

____________ 2. The First Continental Congress was the British lawmaking body.

____________ 3. Groups known as Committees of Correspondence kept colonists informed.

____________ 4. The colonists taxed imports sent to the British.

____________ 5. The British Tea Company had a monopoly on tea, which helped colonists.

____________ 6. Patrick Henry was a member of Parliament.

____________ 7. Many colonists decided to boycott British goods because they liked the British taxes.

## USING VISUALS

▶ **Each event described below is on the time line on page 144 in your textbook. On the lines after the events, write the years in which they happened. On the lines to the left of the events, number the events in the order in which they happened.**

____ **a. Five Boston citizens died because the British soldiers became fearful and fired into the crowd.** ________

____ **b. These acts allowed the British to close the port of Boston, and end self-government in Massachusetts.** ________

____ **c. The colonies and Britain won the lands of North America from the French.** ________

____ **d. The Sons of Liberty dressed up like Indians and dumped British tea into Boston Harbor.** ________

## USING THINKING SKILLS

▶ Answer the following questions on a separate sheet of paper.

1. Describe how the tea boycott changed the lives of the colonists in Boston.
2. Suppose that the British had removed the tax on tea. Do you think that the history of Boston and of the colonies would have been different? Explain.

Use with textbook pages 142-146.

Name ______________________________

**7**

**LESSON 2**
**PRACTICE MASTER**

# Silver Burdett & Ginn Social Studies

## USING VOCABULARY

▶ Fill in the blanks with the word or words that best complete each sentence.

**Minutemen** **Second Continental Congress** **Loyalists**
**Patriots** **independence** **Declaration of Independence**
**Preamble** **revolution**

Colonists seemed ready to fight for their (1) ______________ from Great Britain. The war began when the British met with a group of (2) ______________ at Lexington. Representatives at the (3) ______________ agreed to continue the war. Not all colonists agreed. Some, called (4) ______________, wanted to support King George III. But the (5) ______________ who wanted freedom from British rule won out. On July 4, 1776, Congress passed the (6) ______________. The (7) ______________ to this document was its introduction. The document stated the reasons behind the (8) ______________ by the colonies.

## USING VISUALS

▶ Use the picture on page 148 in your textbook to answer the following questions.

1. What are the men in the lower left corner of the picture doing? ______________
2. Which are the colonists and which are the British soldiers in this picture? How can you tell? ______________

## USING THINKING SKILLS

▶ Answer the following questions on a separate sheet of paper.

1. Which title do you think best suits the war? War of Independence, American Revolution, or Revolutionary War? Why?
2. Why, do you think, did the British want to capture Samuel Adams and John Hancock?
3. Do you think that the Minutemen did what needed to be done at Lexington? Explain.

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Name ______________________________

# Silver Burdett & Ginn Social Studies

**LESSON 3**
**PRACTICE MASTER**

## USING VOCABULARY

▶ Fill in the missing letters to complete the words in the sentences below.

1. The United States navy was helped by **p** ___ ___ ___ ___ ___ ___ ___ ___ ___, small ships owned by individuals.
2. In September 1783, Britain and the United States began peace talks. A year later they signed a peace ___ ___ ___ ___ **t** ___.
3. The ___ ___ **s** ___ ___ ___ ___ ___ were German soldiers paid by the British to fight Americans.

## USING VISUALS

▶ Use the drawing on pages 154 and 155 to answer the following questions.

1. When did the battles of Princeton and Trenton take place? ______________________________
2. In what direction did Washington and his troops move when they left Trenton? ______________________________
3. Describe the route that Washington took to Nassau Hall. ______________________________
4. What happened at Nassau Hall? ______________________________

## USING THINKING SKILLS

▶ Answer the following questions on a separate sheet of paper.

1. What was Washington's plan for defeating the British?
2. What was the British plan for winning the war?
3. Describe the part American women played in the war.
4. Why, do you think, did the Americans finally win the war?

Use with textbook pages 152-161.

Name ________________________________________

# Silver Burdett & Ginn Social Studies

**VOCABULARY**
**PRACTICE MASTER**

▶ Match each term with its definition. Write the letter in the blank. Use the Glossary in your textbook.

_____ 1. Colonists who wanted to break away from Britain

_____ 2. A privately owned, armed ship having government permission to attack enemy ships

_____ 3. Goods brought into the country from another country

_____ 4. A written agreement between two countries

_____ 5. Freedom from the control of another person or country

_____ 6. Introduction to the Declaration of Independence

_____ 7. An army of citizens who said they were ready to fight "with a minute's warning"

_____ 8. Colonists who supported the king of England

_____ 9. A sudden, complete political change

_____ 10. To stop buying

**a.** Loyalists
**b.** independence
**c.** imports
**d.** boycott
**e.** Patriots
**f.** revolution
**g.** Preamble
**h.** privateer
**i.** treaty
**j.** Minutemen

▶ **Challenge:** Make up a sentence using the terms **independence** and **Patriots.**

________________________________________________

________________________________________________

Use with textbook pages 142-163.

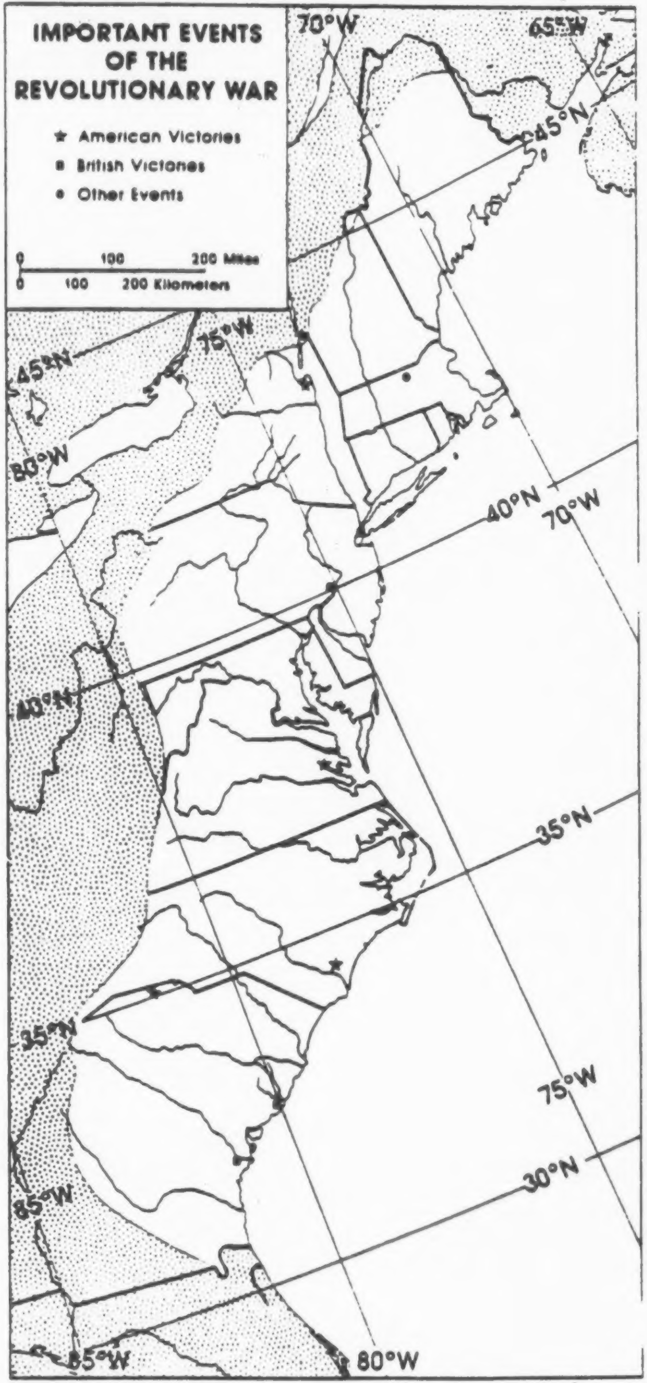
Name ____________________________________________

# Silver Burdett & Ginn Social Studies

**PLACE**
**GEOGRAPHY**
**PRACTICE MASTER**

Important events took place at the following places during the Revolutionary War. Use the Gazetteer in your textbook to fill in the latitude and longitude of the places. Then locate and label each place on the map at the left.

| | LAT. ⊖ | LONG. ⦶ |
|---|---|---|
| 1. Charleston, South Carolina | ______ | ______ |
| 2. Concord, Massachusetts | ______ | ______ |
| 3. Fort Ticonderoga, New York | ______ | ______ |
| 4. New York City, New York | ______ | ______ |
| 5. Philadelphia, Pennsylvania | ______ | ______ |
| 6. Saratoga, New York | ______ | ______ |
| 7. Savannah, Georgia | ______ | ______ |
| 8. Yorktown, Virginia | ______ | ______ |
| 9. Cowpens, South Carolina | 35°N | 82°W |
| 10. Wilmington, North Carolina | 34°N | 78°W |


IMPORTANT EVENTS OF THE REVOLUTIONARY WAR
★ American Victories
■ British Victories
● Other Events
0 100 200 Miles
0 100 200 Kilometers
70°W
65°W
45°N
75°W
45°N
80°W
40°N
70°W
40°N
35°N
35°N
75°W
30°N
85°W
85°W
80°W

Use with textbook pages 142-163.

Name ________________________________________

# Silver Burdett & Ginn Social Studies

**LESSON 1**
**PRACTICE MASTER**

## USING VOCABULARY

▶ Read each sentence below. Write **True** if the statement is true and **False** if it is false. If the statement is false, rewrite the sentence so that it uses the underlined term correctly.

__________ 1. The Articles of Confederation were a collection of newspaper stories about the Revolutionary War.

__________ 2. During the time of the Revolutionary War territories did not have the same rights as states.

__________ 3. Many countries have a constitution that is a written record of the laws that govern the people.

__________ 4. In a confederation, the central government has complete power.

__________ 5. Shays's Rebellion showed Americans that the central government needed more power.

## USING VISUALS

▶ Each event described below is on the time line on page 166 in your textbook. On the lines after the events, write the years in which they happened. On the lines to the left of the events, number the events in the order in which they happened.

____ a. Farmers, trying to keep their land, rebelled against the government. ________

____ b. George Washington becomes President in New York City. ________

____ c. This uprising, called the Whiskey Rebellion, involved farmers who refused to pay taxes. ________

____ d. Our nation's first constitution went into effect. ________

## USING THINKING SKILLS

▶ Answer the following questions on a separate sheet of paper.

1. Why was it hard to trade and travel between states while the Articles of Confederation was in effect?
2. Why did Congress choose a confederation form of government during the American Revolution?

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Use with textbook pages 164–167.

Name ____________________________________________

## Silver Burdett & Ginn Social Studies

**LESSON 2**
**PRACTICE MASTER**

### USING VOCABULARY

▶ Fill in the blanks with the word or words that best complete each sentence.

**republic** **federalism** **separation of powers** **legislature** **Congress**
**executive** **judiciary** **checks and balances** **amendments** **ratify**

When writing a new constitution, members wanted to divide the government into three branches, the (1) ____________________, also known as the (2) ____________________, to make laws; the (3) ____________________ to carry out the laws; and the (4) ____________________ to interpret the laws. This idea, called (5) ____________________, would keep any one part from becoming too strong. Each branch could check on the other through the system of (6) ____________________. (7) ____________________, or changes, to the Constitution could be added as the country grew and changed. In order for the Constitution to become law, nine states needed to (8) ____________________ it. This Constitution made sure that the United States form of government would continue to be a (9) ____________________. It would also be one based on (10) ____________________, the sharing of power between the states and central government.

### USING VISUALS

▶ Use the illustration on page 169 in your textbook to answer the following question.

1. Describe one way that the executive branch checks the power of the legislative branch. ____________________________________________

____________________________________________

### USING THINKING SKILLS

▶ Answer the following questions on a separate sheet of paper.

1. Which branch of the government would you most like to be a part of, the legislative, executive, or judicial? Why?
2. Why was it a good idea for the national government to collect taxes and print money instead of the states?

Name ________________________________________________

# Silver Burdett & Ginn Social Studies

**LESSON 3**
**PRACTICE MASTER**

## USING VOCABULARY

▶ Fill in the missing letters to complete the words in the sentences below.

1. Every 10 years the government counts people in a ___ e ___ ___ ___ ___.
2. United States Senators have ___ ___ r ___ ___ of 6 years.
3. Each state legislature chooses ___ ___ ___ ___ ___ ___ r ___ to elect the President and Vice President.
4. An amendment can ___ ___ ___ ___ a ___ an earlier amendment.
5. A person who tries to overthrow the government commits ___ ___ e ___ ___ ___ ___.
6. The first ten amendments are known as the ___ i ___ ___ o ___ ___ ___ ___ ___ t ___.

## USING VISUALS

▶ Use the picture on page 171 to answer the following questions.

1. The person shown here wrote the Bill of Rights. Who is he? ______________________
2. What items of his clothing would tell you that he was from an earlier time? ______________________

## USING THINKING SKILLS

▶ Answer the following questions on a separate sheet of paper.

1. According to Article I of the Constitution, how many Senators should we now have in Congress?
2. Think of a group you belong to. Does it have a president? How is the power divided?
3. At present, a person must be born in the United States to be President. Do you think this is a good law, or should the Constitution be amended to allow foreign-born persons to become President? Explain.

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Use with textbook pages 171-176.

Name ______________________________________________

# Silver Burdett & Ginn Social Studies

8

**LESSON 4**
**PRACTICE MASTER**

## USING VOCABULARY

▶ Fill in the blanks with the word or words that best complete each sentence.

**inauguration** **precedent** **secretaries** **Cabinet**
**Bank of the United States** **mint** **political parties**
**Federalists** **Democratic-Republicans** **Whiskey Rebellion**

1. One of the first ______________________ formed was the ______________________, who supported a strong central government.
2. The ______________________ party supported giving power to the states.
3. A person becomes a government officer during a ceremony called a(n) ______________________________________________.
4. Heads of Congressional departments are called ______________________ and they become part of a President's ______________________.
5. When a branch of the government does something that may serve as a model for the future, a(n) ______________________ is being set.
6. Part of the job of the ______________________ was to help the government borrow money.
7. A __________________ is a place where coins are made.
8. In the __________________ farmers refused to pay taxes on whiskey.

## USING VISUALS

▶ Use the picture on page 177 in your textbook to answer the following question.

1. Where is Washington in this picture? ______________________________

## USING THINKING SKILLS

▶ Answer the following question on a separate sheet of paper.

1. When Supreme Court justices are appointed, they serve for life. Do you think there should be an age when a justice must retire? Explain.

Name ______________________________

# Silver Burdett & Ginn Social Studies

**8**
**VOCABULARY PRACTICE MASTER**

▶ Match each term with its definition. Write the letter in the blank. Use the Glossary in your textbook.

____ 1. An example to follow in the future

____ 2. A government ruled by the people through elected representatives

____ 3. Cancel

____ 4. The time during which an official may hold office

____ 5. A government in which the central government has only those powers given to it by the states

____ 6. A place where coins are made

____ 7. A sharing of power between the states and the central government

____ 8. The branch of government that has the power to decide the meaning of the laws

____ 9. A group of advisers to the President of the United States

____ 10. A formal correction or change in a law

**a.** republic
**b.** mint
**c.** term
**d.** Cabinet
**e.** federalism
**f.** judiciary
**g.** precedent
**h.** amendment
**i.** repeal
**j.** confederation

▶ **Challenge: Make up a sentence using the terms amendment and repeal.**

______________________________

______________________________

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Use with textbook pages 164–183.

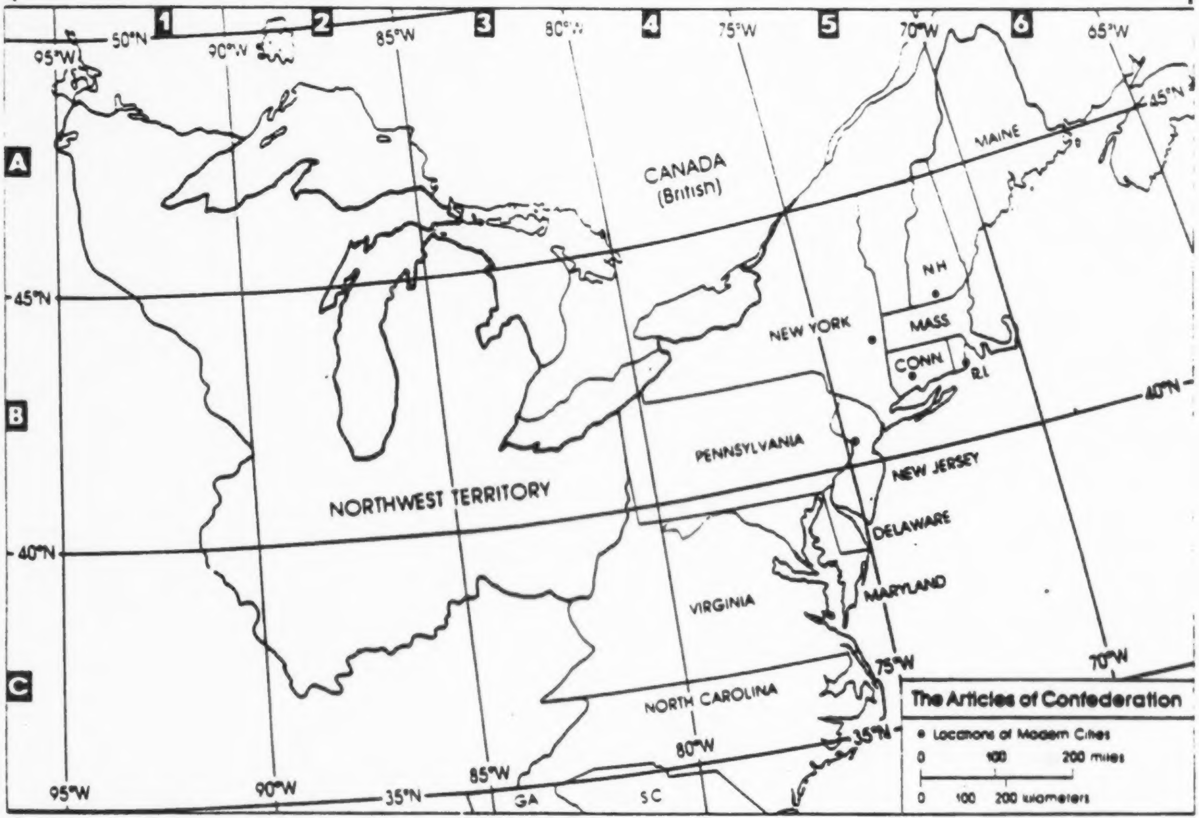
Name ______________________________

# Silver Burdett & Ginn Social Studies

**8**
**PLACE**
**GEOGRAPHY**
**PRACTICE MASTER**

▶ The following cities are capitals of five of the original states of the United States. Use the Gazetteer in your textbook to find the latitude and longitude for each city. Then locate and label the cities on the map below.

| | LAT. ⊖ | LONG. ⊕ |
|---|---|---|
| 1. Concord, New Hampshire | ________ | ________ |
| 2. Hartford, Connecticut | ________ | ________ |
| 3. Providence, Rhode Island | ________ | ________ |
| 4. Albany, New York | ________ | ________ |
| 5. Trenton, New Jersey | ________ | ________ |


1
2
3
4
5
6
A
B
C
50°N
45°N
40°N
35°N
95°W
90°W
85°W
80°W
75°W
70°W
65°W
CANADA
(British)
MAINE
NH
MASS
CONN
R.I.
NEW YORK
PENNSYLVANIA
NEW JERSEY
DELAWARE
MARYLAND
VIRGINIA
NORTH CAROLINA
NORTHWEST TERRITORY
GA
SC

The Articles of Confederation

● Locations of Modern Cities

0 100 200 miles

0 100 200 kilometers

Name ______________________________

Date ______________ Score ______________

CHAPTER
[illegible]

TEST
MASTER

# SILVER BURDETT & GINN SOCIAL STUDIES

## Part A / Multiple Choice

*There are four choices for each of the following test items. Each choice has a letter in front of it. Fill in the answer space that has the same letter as the answer that you picked.*

1. A complete, often violent, change in government is called a (a) separation (b) revolution (c) proclamation (d) republic. (p. 151)

1. ⓐ ⓑ ⓒ ⓓ

2. The British lawmaking body was and still is called (a) Congress (b) Parliament (c) the Senate (d) Executives. (p. 143)

2. ⓐ ⓑ ⓒ ⓓ

3. Colonial groups that kept in contact and sent letters to each other called themselves the (a) Committees of Correspondence (b) Committee of Rights (c) Pen Pals (d) Continental Congress. (p. 145)

3. ⓐ ⓑ ⓒ ⓓ

4. The act of throwing British tea overboard was known as (a) Liberty Night (b) the Boston Tea Harbor (c) the Boston Tea Party (d) Paul Revere's Ride. (p. 142)

4. ⓐ ⓑ ⓒ ⓓ

5. The first meeting of representatives from the colonies was held in Philadelphia and was known as the (a) Cabinet Meeting (b) Industrial Revolution (c) First Continental Congress (d) Minutemen. (p. 146)

5. ⓐ ⓑ ⓒ ⓓ

6. Colonial farmers and other citizens who were ready to fight "with a minute's warning" were called (a) regulars (b) militia (c) Minutemen (d) rangers. (p. 147)

6. ⓐ ⓑ ⓒ ⓓ

7. The first shots of the Revolutionary War were fired at (a) Concord (b) Boston (c) Lexington (d) Fort Ticonderoga. (p. 147)

7. ⓐ ⓑ ⓒ ⓓ

8. The Second Continental Congress picked the Commander in Chief of the Continental Army, who was (a) Thomas Paine (b) George Washington (c) Ethan Allen (d) none of the above. (p. 152)

8. ⓐ ⓑ ⓒ ⓓ

9. A small booklet called *Common Sense*, which made more and more people favor independence from England, was written by (a) George Washington (b) John Hancock (c) Ben Franklin (d) Thomas Paine. (p. 149)

9. ⓐ ⓑ ⓒ ⓓ

10. The document that stated the reasons for the desire of the American colonies to be independent of British control was the (a) Bill of Rights (b) Declaration of Independence (c) grandfather clause (d) poll tax. (p. 149)

10. ⓐ ⓑ ⓒ ⓓ

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11. The introduction to the Declaration of Independence is called (a) a Statement of Rights (b) list of George III's wrongs (c) a Statement of Independence (d) the Preamble. (p. 149)

11. ⓐ ⓑ ⓒ ⓓ

12. Americans who still supported King George III in 1776 were known as (a) Hessians (b) Loyalists (c) Protestants (d) Minutemen. (p. 148)

12. ⓐ ⓑ ⓒ ⓓ

13. German soldiers hired to fight for the British were called (a) Loyalists (b) privateers (c) Hessians (d) militia. (p. 153)

13. ⓐ ⓑ ⓒ ⓓ

14. The battle that showed that the Americans had a good chance of winning was (a) Saratoga (b) Trenton (c) Lexington (d) Yorktown. (p. 156)

14. ⓐ ⓑ ⓒ ⓓ

15. Privately owned armed ships having their governments' permission to attack enemy ships were called (a) warships (b) pirate ships (c) privateers (d) barges. (p. 157)

15. ⓐ ⓑ ⓒ ⓓ

16. Paul Revere and Patrick Henry are examples of (a) Loyalists (b) Tories (c) Redcoats (d) Patriots. (p. 149)

16. ⓐ ⓑ ⓒ ⓓ

17. The colonists reacted to taxes and monopolies by (a) voting (b) boycotting (c) striking (d) approving. (p. 144)

17. ⓐ ⓑ ⓒ ⓓ

18. British General Cornwallis surrendered at (a) Philadelphia, Pennsylvania (b) Morristown, New Jersey (c) Atlanta, Georgia (d) Yorktown, Virginia. (p. 158)

18. ⓐ ⓑ ⓒ ⓓ

19. The Declaration of Independence is so important because (a) it lowered taxes (b) it serves as a guide to all freedom-loving people (c) it paid all war debts (d) none of the above. (p. 149)

19. ⓐ ⓑ ⓒ ⓓ

20. The Revolutionary War was ended by a (a) tax (b) boycott (c) treaty (d) monopoly. (p. 161)

20. ⓐ ⓑ ⓒ ⓓ

## Part B / Essay

*Answer the following questions with complete sentences. Use a separate sheet of paper.*

1. What did the colonists mean by "no taxation without representation?"
2. Explain the role of women in the American Revolution.
3. Explain the role of blacks in the American Revolution.
4. Why did all colonists not support independence from England?
5. How did George Washington hope to win the war?

Name ______________________________

Date ____________________ Score ____________________

CHAPTER 7

TEST MASTER

# SILVER BURDETT & GINN SOCIAL STUDIES

## Part C / Skills

*Use the paragraph below to complete sentences 1–15.*

George III, the king of Great Britain, said something had to be taxed to prove that the British government had the right to tax the American colonists. So there was still a small tax on tea. But the colonists remained firm and would not pay any tax passed by Parliament. Colonial women refused to buy or serve tea. That meant the British merchants were not selling much tea, so the cost of tea was lowered greatly. The British thought the colonists would surely buy tea now. But they were wrong. The colonists still refused to buy tea. Late one night the Sons of Liberty dressed up as Indians and dumped more than 300 chests of tea into Boston Harbor. This action was called the Boston Tea Party. The British government was very angry. To punish the colonists for the Boston Tea Party, the government passed what the colonists called the Intolerable Acts.

1. A tax was placed on tea because (a) the government needed the money (b) the price of tea was too low (c) the king wanted to prove the British government had the right to tax the colonists (d) the colonists wanted to help George III.

1. ⓐ ⓑ ⓒ ⓓ

2. The colonists did not buy tea because (a) they did not like tea (b) there was no tea available (c) they refused to pay the tax on tea (d) they did not have the money.

2. ⓐ ⓑ ⓒ ⓓ

3. An effect of the colonists' refusal to buy tea was that (a) George III came to visit them (b) the merchants were not selling much tea (c) the king of Great Britain decided to remove the tax on tea (d) many colonists moved back to England.

3. ⓐ ⓑ ⓒ ⓓ

4. The cause for lowering the cost of tea was that (a) George III wanted the colonists to have a tea party (b) the merchants were not selling much tea (c) Parliament did not need the money (d) the Indians dressed up as Sons of Liberty.

4. ⓐ ⓑ ⓒ ⓓ

5. After the cost of tea was lowered, (a) the merchants made a lot of money (b) the colonists decided to buy the tea (c) the tax was removed from tea (d) the colonists still refused to buy the tea.

5. ⓐ ⓑ ⓒ ⓓ

6. After the Boston Tea Party, the British government (a) was very happy (b) was very angry (c) ran out of tea (d) ended the tax on tea.

6. ⓐ ⓑ ⓒ ⓓ

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| | |
|---|---|
| **7.** As a result of the Boston Tea Party, (**a**) Parliament stopped the tax on tea (**b**) the tax on tea was made larger (**c**) the colonists began to buy more tea (**d**) the Intolerable Acts were passed. | **7.** ⓐ ⓑ ⓒ ⓓ |
| **8.** After Parliament kept a small tax on tea (**a**) women boycotted tea (**b**) colonists bought more tea (**c**) colonists were pleased that the price of tea went down (**d**) women joined together to buy as much tea as possible before the prices went up. | **8.** ⓐ ⓑ ⓒ ⓓ |
| **9.** An effect of the tea tax was (**a**) the British merchants sold more tea (**b**) the Sons of Liberty dumped more than 300 chests of tea into Boston Harbor (**c**) more colonists bought tea (**d**) Parliament did away with the tax. | **9.** ⓐ ⓑ ⓒ ⓓ |
| **10.** After the cost of tea was lowered by British merchants (**a**) more colonists bought tea than ever before (**b**) demand for tea went up (**c**) the colonists thought they had a won a victory over the British (**d**) the Boston Tea Party took place. | **10.** ⓐ ⓑ ⓒ ⓓ |
| **11.** Which of the following events happened first? (**a**) The tax on tea (**b**) The Boston Tea Party (**c**) The boycott of tea (**d**) The cost of tea was lowered. | **11.** ⓐ ⓑ ⓒ ⓓ |
| **12.** Which of the following events happened last? (**a**) The tax on tea (**b**) The tea boycott (**c**) The Boston Tea Party (**d**) The Intolerable Acts. | **12.** ⓐ ⓑ ⓒ ⓓ |
| **13.** Which of the following events happened first? (**a**) Colonial women's boycott of tea (**b**) The Intolerable Acts (**c**) The Boston Tea Party (**d**) The cost of tea dropped. | **13.** ⓐ ⓑ ⓒ ⓓ |
| **14.** The British government is called the (**a**) Congress (**b**) Cabinet (**c**) Parliament (**d**) British Party. | **14.** ⓐ ⓑ ⓒ ⓓ |
| **15.** The colonists thought the Intolerable Acts were passed to (**a**) help the colonists (**b**) punish the colonists (**c**) punish the British (**d**) help the British king. | **15.** ⓐ ⓑ ⓒ ⓓ |